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ABSTRACT

Four classification schemes for subject access to children's books are compared. Two of these are general schemes (the "Dewey Decimal Classification" and the abridged "Dewey Decimal Classification"), and two others were devised specifically for children's books (the Toronto Public Library's "Boys and Girls Book Classification" and the Inglewood Public Library's "Library of Congress Classification Adapted for Children's Books"). The comparisons focus on books drawn from four subject areas (sports, animals, folktales, and music) and consider such criteria as specificity of classification, systematic organization of the subjects, comprehensiveness and flexibility of the schemes, and suitability of the notation. The question of whether or not a special classification scheme is necessary for children's books is also considered. The results of the study indicate that: (1) the "Dewey Decimal Classification" provides the most useful arrangement of the materials, based upon the stated criteria, and (2) special classification schemes for children's books are ill-advised and need not be used in children's libraries. An annotated bibliography is attached. (Author/LS)

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A DEWEY-EYED LOOK AT CHILDREN'S BOOK CLASSIFICATION: A COMPARISON OF FOUR CLASSIFICATION SCHEMES USED IN CHILDREN'S LIBRARIES

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May 9, 1975

Submitted in Partial Fulfillment of the Requirements for the Master of Library Science Degree, Graduate School of Library and Information Science, University of California at Los Angeles.

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ABSTRACT

This paper represents an attempt to compare the subject access to children's books provided by four classification schemes, two of which are general schemes (the Dewey Decimal Classification and the abridged Dewey Decimal Classification) and two that have been devised specifically for children's books (the Toronto Public Library's Boys and Girls Book Classification and the Inglewood Public Library's Library of Congress Classification Adapted for Children's Books). The comparisons focus on books drawn from four subject areas (sports, animals, folktales, and music) and consider such criteria as specificity of classification, systematic organization of the subjects, comprehensiveness and flexibility of the schemes, and suitability of the notation. The question of whether or not a special classification scheme is necessary for children's books is also considered. The results of the study indicate (1) that the Dewey Decimal Classification provides the most useful arrangement of the materials, based upon the stated criteria, and (2) that special classification schemes for children's books are ill-advised and need not be used in children's libraries.

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I

INTRODUCTION

Providing access to the materials stored on library shelves is of the utmost importance to the users of libraries, for even the most thoughtfully assembled collection is of little value if the relevant parts of that collection cannot be readily and systematically retrieved. This is true of every library, be it a small public library branch, a medical or technological library, or a children's library. One of the major needs shared by all libraries is for a systematic approach to the subject content of their collections. This is normally achieved through the use of both verbal subject headings and a classification scheme. Because of the enormous importance of subject retrieval, innumerable special classification schemes for particular subject areas have been devised. One need only scan a volume of Library Literature under the heading CLASSIFICATION—SPECIAL SUBJECTS to discover the vast array of such specialized schemes which cover subjects ranging from aeronautics to zoology.

Special schemes have been created not only for particular subjects, but for particular classes of users as well. For example, the Reader Interest Arrangement, developed in the 1940's for use in neighborhood branch libraries, was designed to cater to "the browser, the planless reader, and the non-inquirer."[1] This is not a true classifica-

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[1]Mary Orvig, "The Reader Interest Arrangement; an American Shelving System With a Future," Libri, v.5, no.3 (1955), p. 223.

tion scheme, but simply a way of arranging books on shelves. It consists of broad categories such as CURRENT EVENT, CAREER BOOKS, and the like, which are then further divided into various subgroups determined entirely by the needs of the particular library's patrons.

Other schemes which fall into the category of those designed for specific classes of users are those which have been created for use in children's libraries. The impetus for these schemes lies in the belief that children's books and the way in which children approach these books are not adequately provided for by any general classification scheme. This belief has led to numerous attempts, both in the United States and elsewhere, to meet these supposed special needs. In West Germany, for example, the Systematik fuer Kinder- und Jugend-buecherein, a simplification of the German general scheme for public libraries, has been developed for use in children's libraries.[2] This scheme came about as a result of the accelerated growth of children's libraries in West Germany during the last ten years, and was specifically meant to cater to their needs. The East Orange (New Jersey) Public Library, on the other hand, uses the ABC Classification for children's books, in which books on the same subjects are grouped together regardless of whether they are fiction, non-fiction, picture books, etc.[3] Carrying this trend to the extreme, Children's World at the Seattle World's Fair Library arranged its books in groups according to their emotional impact (e.g.

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[2]Werner Jahrmann, "Trends and Changes in the Classification of Children's Books in West Germany," International Library Review, v.3 (June, 1971), p. 340.

[3]Lorraine K. M. Gorski, "ABC Classification for Children Using School and Public Libraries," Library Journal, v.88, no.20 (November 15, 196[illegible]), pp. 4437-4440.

Books are fun; They make me feel at home in the world) and identified them by colors (the article does not specify which ones) suggesting similar feelings.[4]

Among the classification schemes that have been developed specifically for children's libraries, of particular interest are those whose creators have taken the time and effort to publish their products so that others might evaluate and use them. Two such systems are the Toronto Public Library's Boys and Girls Book Classification and the Inglewood Public Library's Library of Congress Classification Adapted for Children's Books, which are currently being used at least by their parent libraries, and could become more widely accepted in the future. They were obviously born out of the feeling that standard classification systems were not adequately meeting the needs of children and children's librarians. In the introduction to the Toronto classification system H. C. Campbell claims,

> It is apparent that no one of the main classification theorists has undertaken to develop a classification scheme for children's books nor have any of these theorists given consideration to the special problems that arise in classifying children's books.[5]

While classification schemes have now been developed for children's books, none has been developed by "one of the main classification theorists." Furthermore, "the special problems that arise in classifying children's books" have still not been well elucidated anywhere in the literature. There are articles describing various schemes and these

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[4]"Children's Library 21 to Use Emotional Classification," Wilson Library Bulletin, v.36 (May, 1962), p. 716.

[5]Toronto Public Libraries, A Guide to the Children's Book Collection; Arranged Under Headings Representing the Reading Interests of Boys and Girls (Toronto: Toronto Public Libraries, 1966), p. 3.

articles invariably stress the urgency of creating a classification system that can adequately deal with the special problems and needs of children's books and their users. Occasionally an author will mention a particular problem with the Dewey Decimal Classification, such as the fact that it scatters books on various hobbies rather than grouping them in one place, but this is a very specific complaint about one aspect of a classification scheme, not a general theoretical comment about the nature of children's literature and how a classification could best provide for it. Furthermore, it is inevitable that "classification scatters in order to collect,"[6] and that no classification scheme can be all things to all people. Therefore, the system that provides the best, most useful arrangement is the one that should be adopted.

In order to ascertain which system provides the best arrangement of materials, it is necessary to study the existing alternatives, to compare the results of using various methods of arrangement, and then to arrive at a conclusion based upon a realistic assessment of these results. As Kelley rightly states in The Classification of Books, "The criteria for measuring the success of any effort at classification are to be found in the nature and extent of the use that can be made of the books when classified."[7] To paraphrase Campbell, it is apparent that no one of the main classification theorists has undertaken to compare the results of using some of the existing classification schemes for children's books. That, then, is the task of this paper. It attempts to

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[6]Arthur Maltby, "Classification—Logic, Limits, Levels," Classification in the 1970's, edited by Arthur Maltby (Hamden, Conn.: Linnet Books, 1972), p. 16.

[7]Grace O. Kelley, The Classification of Books, an Inquiry Into Its Usefulness to the Reader (New York: Wilson, 1938), p. 126.

reach a conclusion as to the value of specialized classification schemes for children's books and to determine which of the schemes examined provides the most useful arrangement of the materials.

Four classification schemes were selected for comparison: (1) the Toronto Public Library's Boys and Girls Book Classification, (2) the Inglewood Public Library's Library of Congress Classification Adapted for Children's Books, (3) the Dewey Decimal Classification, and (4) the abridged Dewey Decimal Classification. The two special schemes were chosen as representatives of the various children's book classifications that are in the literature, since they appear to be the most carefully conceived and planned. In addition, printed copies of these schemes have been published, and thus they can be studied in greater depth than would otherwise be possible. Furthermore, the makers of these schemes have expressed an unequivocal interest in catering to the supposed special needs of the users of children's collections, and it seems appropriate that the validity of these needs be examined using their efforts to provide for them. Full Dewey and abridged Dewey were selected since most children's libraries in the United States actually use one or the other, or some combination of the two. (In many cases, of course, they use editions other than the most recent, which have been used for the purposes of this study.)

A sample of children's books was chosen from the shelf list of the University Elementary School Library (sometimes supplemented as indicated below). Originally the intention was to select all books with 1972 and 1973 imprints; however, as the portion of the sample that was actually going to be used was narrowed down, additional books were added from earlier years to clarify the illustrations. Once the sample was

selected, the titles were checked in the National Union Catalog to obtain Library of Congress cataloging copy and Dewey numbers. This was necessary because the UES Library provides limited descriptive cataloging for its collection. The summaries which LC provides on their cards for children's books as well as most supplementary notes were omitted since that information was not relevant to this study. Tracings, however, were copied, and they often proved quite useful in classifying the books, especially when a book's title was not indicative of its contents. Books that did not appear in NUC were omitted from the sample. When necessary, further titles were added from American Book Publishing Record (BPR). For example, the majority of the books in the section on music were taken from BPR since LC cataloging copy and Dewey numbers were not available for many of the UES Library's music books.

Once titles had been obtained from the full range of the Dewey Decimal Classification, the sample was examined and the decision was made to concentrate on four subject areas for the comparisons to be made. There were several reasons for this decision. Time limitations, of course, played an important part in the decision to focus on a narrow range of subjects. In addition, a more careful analysis would be possible if the discussion were limited in this way rather than encompassing a great number of subjects, and a thorough treatment of a few areas was felt to be more valuable than a superficial examination of many. Finally, it was apparent that certain subject areas lent themselves particularly well to this kind of analysis and could effectively demonstrate similarities, differences, advantages, and disadvantages of the classification schemes being compared. Therefore, the titles which serve as examples are classed in Dewey under (1) 398 - folklore, (2) 590 - zool-

ogy, (3) 780 - music, and (4) 790 - sports and recreation. These subjects seem to have the potential to illustrate a range of classification problems and practices and therefore are well suited to the study undertaken here.

It is hoped that this investigation will contribute toward answering the question of whether or not children's libraries truly benefit from special classification schemes and will also cast some light on the larger issue of the validity of special classification schemes for various types of library users.

II

THE SCHEMES

Toronto Scheme

The Toronto Public Library Boys and Girls Book Classification was developed in 1931 with the intention of representing "the reading interests of children instead of forcing children's books into a classification scheme intended for an adult collection."[8] The children's librarians at Toronto felt that the nature of both the children's collection and its clientele were sufficiently different from adult collections and their users to necessitate a unique arrangement of materials. They liken the children's library to other special libraries such as music, law, and medicine where specially developed schemes have been used to great advantage. The Toronto scheme is one of the first attempts to provide such a special classification for a children's collection.

H. C. Campbell, Toronto Public Library's chief librarian, describes the scheme as "simple and efficient, . . .quick, easy to process, and relatively inexpensive."[9] He goes on to say that "the Toronto scheme takes into account the interests and point of view of the readers for whom it was intended and it makes books available to them in a way that is understandable and easy to grasp." Campbell then cites the following examples to demonstrate why this is so.

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[8]Toronto Public Libraries, op. cit., p. 4.

[9]Ibid., p. 3.

> When a boy comes to the library to get a book about Ulysses, a section with the heading "Hero Stories" will seem to him the obvious place to look. A girl interested in sewing and cooking, or any child wanting books about stamps, photography or model boats will turn naturally to look over the books under the heading "Things to Do." A boy or girl does not become interested in the Odyssey because it is Greek literature, but because it is the story of the troubles and adventures of a brave and enduring man. If a child has a hobby, it is a help to be able to go to one place and find all the books on hobbies there together, and not scattered through a number of classifications, as they would be under the Dewey System. Again, if he found Ulysses under Greek literature (Dewey Classification) and liked it, and went back there for more books like it, he would not find shelved near it, the stories of King Arthur, Roland and Grettir. This would be unfortunate because this would be the kind of stories he was really looking for, and the right books for him to have at that moment.[10]

There are nineteen categories in this scheme, and they are arranged in an order that is meant to parallel the development of a child's reading interest. The subjects are:

X	Picture books
Z	Informational picture books
A	Fairy tales
C	Myths
D	The Heroes
F	Famous People
G	History
H	Lands and People
K	Natural History
L	Science
N	Applied Science
O	Things to Do
P	Art
Q	Music
R	Plays
S	Poetry
T	World Religions
V	High Days and Holidays
W	Standard Works of Literature (not written for children but read by them)

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[10] Ibid.

Works of fiction are not classified, but are arranged alphabetically by the last name of the author. There is no hint anywhere in the classification scheme as to why the first two categories are labelled X and Z rather than A and B. It would seem that if the makers of the scheme were indeed concerned with the development of children they would take advantage of this ready-made opportunity to help them learn the alphabet, or that they would at least try not to create unnecessary confusion.

The subject classes are indicated by a single capital letter, e.g. X - PICTURE BOOKS, C - MYTHS, etc. Subdivisions exist for most of the classes, and they are indicated by numbers following the letters, e.g. C 10 - GREEK AND ROMAN MYTHS, C 20 - NORSE MYTHS, and C 90 - OTHER MYTHS. While the number of subdivisions per class may vary from one to over twenty (although most classes have approximately ten), their character is almost always of a rather broad nature. In class N - APPLIED SCIENCE, for example, the following subdivisions are provided for:

N APPLIED SCIENCE
- 1 Inventions
- 2 General engineering
- 10 Natural resources, industries and trade
- 30 Communication
- 40 Transportation
- 50 Transportation by land
- 60 Transportation by water
- 69 Diving and salvage
- 70 Transportation by air
- 75 In space
- 80 Medicine and health
- 90 Vocations

Under most of these headings are notes explaining the scope of the subdivisions, and often these notes serve to emphasize their very broad character. For example, we are told that the heading COMMUNICATION includes "language, speech, writing, journalism, books and printing, postal communication, moving pictures, telephone and telegraph, radio, televi-

sion, radar, communication satellites."[11] This is a large range of subjects indeed, and many of these topics surely do not belong under the rubric of APPLIED SCIENCE, e.g. language, speech, writing, journalism, books and printing. However, the Toronto classification often does not seem to be particularly interested in arranging books in a logical and systematic order based on their subjects, but rather its goal is "to bring like things together in a way that will cover subjects as they are dealt with in children's books as well as in the children's interests themselves."[12] This presupposes that a qualitative difference does indeed exist between the way material is presented in children's books and in adult books. It is interesting to note that a large portion of the University Elementary School Library consists of books that are not children's books and are cataloged as adult books by the Library of Congress. In the words of Toronto's chief librarian, the Toronto scheme "groups the reading interests of children more naturally and so makes it easier for them to find their own books than is the case with the systems developed primarily for different purposes."[13] In spite of the fact that studies have shown no consistent pattern of development of children's reading interests, the Toronto scheme claims to have "proved both its flexibility and its satisfactoriness."[14]

We see, then, that underlying this scheme is the assumption

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[11] Ibid., p. 12

[12] Doris E. Scott, "Classification of Children's Books in the Toronto Public Libraries," International Library Review, v.3 (June, 1971), p. 346.

[13] Toronto Public Libraries, op. cit., p. 3.

[14] Ibid., p. 4.

that children's books, and indeed children, differ substantially from adult books and adult readers. Without this notion, the scheme would not have come about, although the librarians claim that many added "advantages" accompanied its adoption. Says Campbell:

> The arrangement was intelligible to the children and made it possible for us to obtain accurate figures of how many books of fairy tales, or epic heroes or poetry or biography, etc., are read by boys and girls. It simplified the mechanical processes, and considerably reduced the cost of getting children's books into circulation.[15]

While these are not necessarily goals that should have high priority in evaluating a classification system, they are nevertheless attractive bonuses to the library staff, if not the library users.

Inglewood Scheme

The motivating force behind the development of Inglewood's Library of Congress Classification Adapted for Children's Books is stated in the introduction to this scheme.

> The change-over from the Dewey Decimal book classification system to the Library of Congress Classification System has proved so successful for adult subject materials in Inglewood. . .that it seemed only logical to devise a similar system for children's materials.[16]

But even though there was a pre-existing framework on which this scheme was based, the Inglewood scheme addresses itself to many of the same considerations that were dealt with by the makers of the Toronto scheme. Thus, while one of the requirements in making the scheme was to retain "as close a relationship as practicably possible to the original LC

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[15] Ibid.

[16] Inglewood Public Library, Library of Congress Classification Adapted for Children's Books (Inglewood, Calif.: Inglewood Public Library, 1971), p. 3.

classification," they also felt that this should be a system "that would truly reflect the subject matter of children's books."[17]

In order to accomplish these goals and to create a well-defined classification that eliminates the necessity of making decisions about where to class a particular book, "broad classifications are used and the original detailed numbering divisions are not employed. The subject of sculpture, for example, is covered entirely in NB and includes general works, history, dictionaries, special forms, and materials and methods."[18] There are also cases where subclasses are eliminated or rearranged, and a new class X has been added for sports and recreation, representing a radical departure from the original LC classification.

The adapted LC classification consists of twenty-two classes, each of which is represented by a single capital letter. Subdivisions within these classes vary in number from none to 102 (in class E - AMERICA (GENERAL) AND NORTH AMERICA — HISTORY AND TOPOGRAPHY, with sixty-eight subclasses for states and Canadian provinces plus thirty-four other representing historical periods and the like). Subclasses are indicated either by adding a second letter or by using a combination of letters and one- or two-digit numbers. Figure 1 is an outline of the scheme.

Once again, the classes are in most cases very broad, often placing several disparate subjects under one heading. Class L - EDUCATION, for example, consists of two divisions: L - EDUCATION -- GENERAL and LV - VOCATIONAL GUIDANCE. Since the first of these two categories

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[17] Ibid.

[18] Ibid.

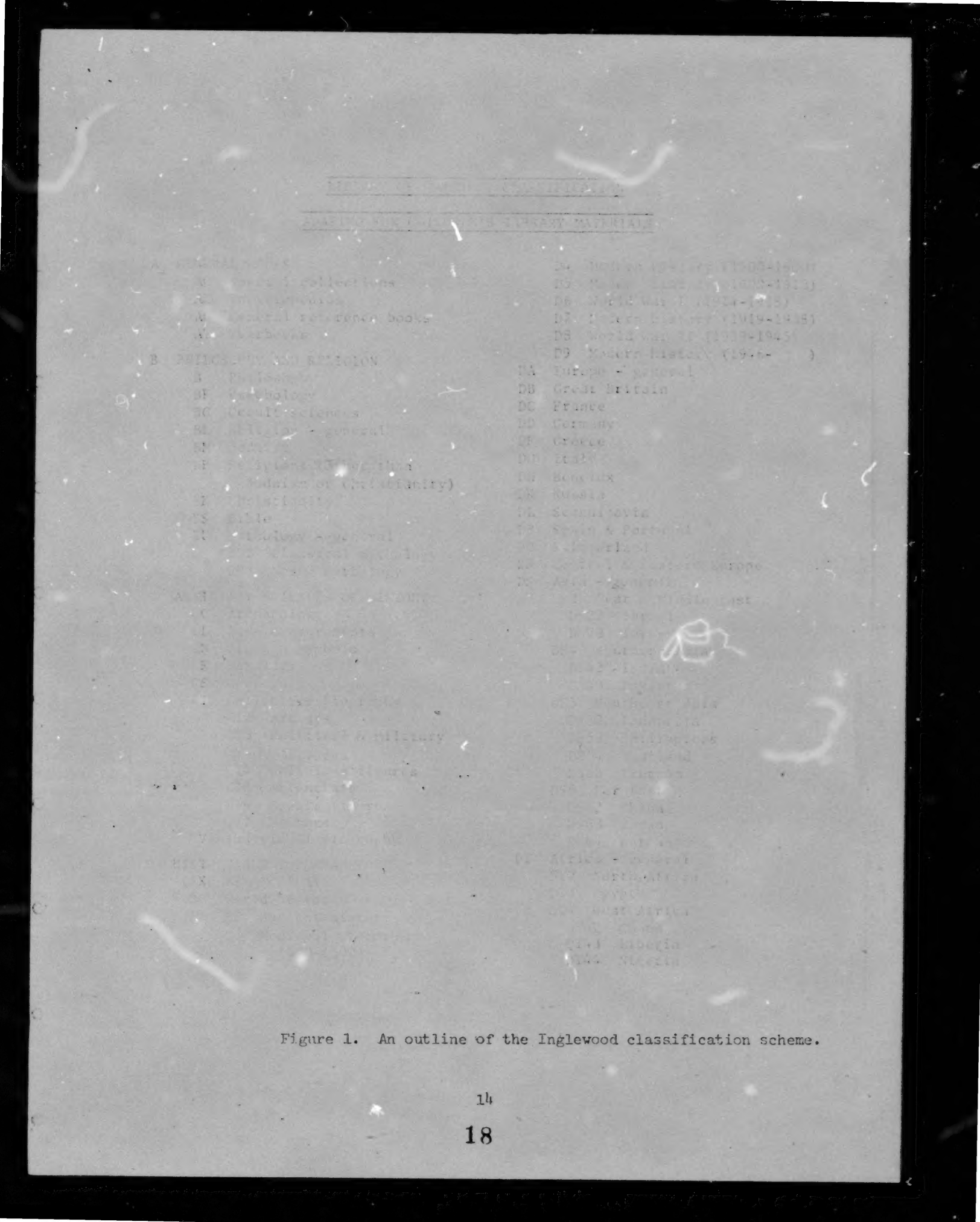

Figure 1. An outline of the Inglewood classification scheme.

DT5 Central Africa
DT52 Zaire
DT53 Ethiopia
DT54 Kenya
DT6 South Africa
DT62 Republic of South Africa
DU South Pacific - general
DU2 Australia
DU3 New Zealand

E AMERICA (GENERAL) AND NORTH AMERICA - HISTORY AND TOPOGRAPHY
E America - general
EA North America - general
EC Indians of North America
(1) EE Canada - general
EU U.S. - general
EB Negroes in the U.S.
EI Immigrant groups except Negroes
EL U.S. Colonial period (1607-1775)
EM U.S. Revolution (1775-1783)
EN U.S. Confederation to the Civil War (1783-1861)
EP U.S. Civil War (1861-1865)
EQ U.S. (1865-1900)
ER U.S. (1900-1913)
ES U.S. World War I (1914-1918)
ET U.S. (1919-1939)
EV U.S. World War II (1939-1945)
EW U.S. (1946-)
(2) EZ Eastern U.S. - local history & description
(2) F Western U.S. - local history & description

F LATIN AMERICA - HISTORY AND TOPOGRAPHY
F Latin America - general
FC Indians of Latin America
FI Negroes & other immigrant groups in Latin America
FT Mexico
FW Central America
F West Indies
FM South American - general
FN Colombia
FP Venezuela
FQ Guianas
FR Brazil
FS Paraguay
FT Uruguay
FU Argentina
FV Chile
FX Bolivia
FY Peru
FZ Ecuador

G GEOGRAPHY AND ANTHROPOLOGY
G Geography - General
GA Cartography
GB Physical geography
GC Oceanography
GD Arctic & Antarctic regions
GF Anthropology
GS Holidays & festivals
GR Folklore & folklore stories
GT Manners & customs

H SOCIAL SCIENCES
H Social sciences - general
HB Economics - general
HE Transportation & communication
HE2 Land transportation
HE3 Water transportation
HF Business & finance
HM Sociology - general
HQ Family
HS Associations
HT Communities
HV Criminology
HY Addiction

J POLITICAL SCIENCE
JA Political science - general
JC Forms of the state
JF Polities & government - general (except U.S.)

PROVINCES AND STATES

EF CANADA
- EF2 Maritime Provinces
  - EF22 Newfoundland
  - EF23 Labrador
  - EF24 Nova Scotia
  - EF25 New Brunswick
  - EF26 Prince Edward Island
- EF3 St. Lawrence River & Valley
  - EF32 Quebec
  - EF33 Ontario
- EF4 Prairie Provinces
  - EF42 Manitoba
  - EF43 Saskatchewan
  - EF44 Alberta
- EF5 Canadian Northwest
  - EF52 British Columbia
  - EF53 Rocky Mountains of Canada
  - EF54 Yukon & Northwest Territories

EY EASTERN UNITED STATES - LOCAL HISTORY AND DESCRIPTION
- EY2 New England States
  - EY22 Maine
  - EY23 New Hampshire
  - EY24 Vermont
  - EY25 Massachusetts
  - EY26 Rhode Island
  - EY27 Connecticut
- EY3 Middle Atlantic States
  - EY32 New York
  - EY33 New Jersey
  - EY34 Pennsylvania
  - EY35 Delaware
  - EY36 Maryland
  - EY37 District of Columbia
- EY4 South Atlantic States
  - EY42 Virginia
  - EY43 West Virginia
  - EY44 North Carolina
  - EY45 South Carolina
  - EY46 Georgia
- EY5 Gulf States
  - EY52 Florida
  - EY53 Alabama
  - EY54 Mississippi
  - EY55 Mississippi River & Valley
  - EY56 Louisiana
- EY6 South Central States
  - EY62 Arkansas
  - EY63 Tennessee
  - EY64 Kentucky
  - EY65 Missouri
- EY7 North Central States
  - EY72 Ohio
  - EY73 Ohio River & Valley
  - EY74 Indiana
  - EY75 Great Lakes, Lake Region
  - EY76 Michigan
  - EY77 Wisconsin
  - EY78 Illinois

EZ WESTERN UNITED STATES - LOCAL HISTORY AND DESCRIPTION
- EZ2 Midwestern States
  - EZ22 Minnesota
  - EZ23 Iowa
  - EZ24 North Dakota
  - EZ25 South Dakota
  - EZ26 Nebraska
  - EZ27 Kansas
- EZ3 Rocky Mountain States
  - EZ32 Montana
  - EZ33 Idaho
  - EZ34 Wyoming
  - EZ35 Colorado
  - EZ36 Utah
- EZ4 Southwestern States
  - EZ42 Oklahoma
  - EZ43 Texas
  - EZ44 New Mexico
  - EZ45 Arizona
  - EZ46 Nevada
- EZ5 Pacific States
  - EZ52 Pacific Northwest
  - EZ53 Washington
  - EZ54 Oregon
  - EZ55 California
  - EZ56 Alaska
  - EZ57 Hawaii

EXAMPLE - AUTHOR CARD

XH
And Anderson, Clary
The young sportsman's guide to football.
Nelson [c1969]

1 Football I Title

EXAMPLE - BOOK STRIP LABEL

X Main class - Sports and recreation

XH Subclass - Football

And Author letters - All books in a subclass (such as 796.33, Football,) are arranged alphabetically by the first three letters of the author's last name.

INGLEWOOD PUBLIC LIBRARY
101 West Manchester Boulevard
Inglewood, California 90301
Phone (213) 674-7111 Ext. 350

Rel. Rev. 5-73

is, as its title suggests, very broad indeed, many varied subjects are encompassed within it. In the scheme's index by class, these subjects are listed under the heading EDUCATION — GENERAL:

Audio-visual education
Bulletin boards
Colleges and universities
Dropouts
Education
Educational Psychology
Illiteracy
Learning
Private schools
Parochial schools
Public schools
Religious education
Remedial reading
Scholarships
Schools
Study habits
Sunday schools
Teaching
Teaching machines
Universities and colleges

This list is incomplete by its very nature, and at the same time it is redundant in citing EDUCATION which is the heading of the class itself, and both COLLEGES AND UNIVERSITIES and UNIVERSITIES AND COLLEGES. Furthermore, the class groups all of these very different books together, thus living up to its description as a "broad" classification.

While this method has been successful in terms of Inglewood's stated goal of "devising a clear-cut classification and eliminating 'choice' of various classifications,"[19] it offers no great aid to the user of the classification. And, as E. C. Richardson so emphatically states:

> If we come right down to the real fact why we put books or cards together according to subjects in a library, we find that it is to get together those books or cards

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[19] Ibid.

> which will be most used together. The object is a practical one just as the object of the library itself is a practical one. . . . The books are collected for used; they are administered for use; they are arranged for use; and it is use which is the motive of classification.[20]

Dewey Decimal Classification

The Dewey Decimal Classification is probably the best known and most widely used classification scheme in the United States and indeed in the entire world. Developed by Melvil Dewey (or, in accordance with his phonetic preference, Melvil Dui) and first published in 1876, it is now in its 18th edition and still very much alive. Dewey numbers appear on Library of Congress catalog cards with steadily increasing frequency with the goal of complete coverage,[21] and advocates of the classification are numerous and vociferous in its praise and, when necessary, its defense.

The DDC can be described as a hierarchical classification system that divides knowledge decimally. It is composed of ten main classes, each of which is divided into ten divisions with ten sections. The basis for the decision to divide the system into tens was not, as some have claimed, that Dewey truly felt that all knowledge could be neatly divided into groups of ten, but rather it was purely for pragmatic reasons. Figure 2 is an outline of the main classes and divisions of DDC.

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[20]Ernest C. Richardson, Classification, Theoretical and Practical (3d ed.; Hamden, Conn.: Shoe String Press, 1964), p. 26.

[21]John McKinlay, "More on DC Numbers on LC Cards; Quantity and Quality," Library Resources and Technical Services, v.14 (Fall, 1970), p. 519.

*Second Summary **
The 100 Divisions

000	**Generalities**	500	**Pure sciences**
010	Bibliographies & catalogs	510	Mathematics
020	Library & information sciences	520	Astronomy & allied sciences
030	General encyclopedic works	530	Physics
040		540	Chemistry & allied sciences
050	General serial publications	550	Sciences of earth & other worlds
060	General organizations & museums	560	Paleontology
070	Journalism, publishing, newspapers	570	Life sciences
080	General collections	580	Botanical sciences
090	Manuscripts & book rarities	590	Zoological sciences
100	**Philosophy & related disciplines**	600	**Technology (Applied sciences)**
110	Metaphysics	610	Medical sciences
120	Knowledge, cause, purpose, man	620	Engineering & allied operations
130	Popular & parapsychology, occultism	630	Agriculture & related
140	Specific philosophical viewpoints	640	Home economics
150	Psychology	650	Managerial services
160	Logic	660	Chemical & related technologies
170	Ethics (Moral philosophy)	670	Manufactures
180	Ancient, medieval, Oriental	680	Miscellaneous manufactures
190	Modern Western philosophy	690	Buildings
200	**Religion**	700	**The arts**
210	Natural religion	710	Civic & landscape art
220	Bible	720	Architecture
230	Christian doctrinal theology	730	Plastic arts Sculpture
240	Christian moral & devotional	740	Drawing, decorative & minor arts
250	Local church & religious orders	750	Painting & paintings
260	Social & ecclesiastical theology	760	Graphic arts Prints
270	History & geography of church	770	Photography & photographs
280	Christian denominations & sects	780	Music
290	Other religions & comparative	790	Recreational & performing arts
300	**The social sciences**	800	**Literature (Belles-lettres)**
310	Statistics	810	American literature in English
320	Political science	820	English & Anglo-Saxon literatures
330	Economics	830	Literatures of Germanic languages
340	Law	840	French, Provençal, Catalan
350	Public administration	850	Italian, Romanian, Rhaeto-Romanic
360	Social pathology & services	860	Spanish & Portuguese literatures
370	Education	870	Italic languages literatures Latin
380	Commerce	880	Hellenic languages literatures
390	Customs & folklore	890	Literatures of other languages
400	**Language**	900	**General geography & history**
410	Linguistics	910	General geography Travel
420	English & Anglo-Saxon languages	920	Biography, genealogy, insignia
430	Germanic languages German	930	General history of ancient world
440	French, Provençal, Catalan	940	General history of Europe
450	Italian, Romanian, Rhaeto-Romanic	950	General history of Asia
460	Spanish & Portuguese languages	960	General history of Africa
470	Italic languages Latin	970	General history of North America
480	Hellenic Classical Greek	980	General history of South America
490	Other languages	990	General history of other areas

* Consult schedules for complete and exact headings

Figure 2. The main classes and divisions of the Dewey Decimal Classification.

An important characteristic of this scheme is the fact that its arrangement and development of subjects is by discipline or fields of study, and as a result, subjects are scattered depending upon the discipline that is stressed.

> There is no one place for any subject in itself; a subject may appear in any or all of the disciplines. No class can be said to cover the scope of marriage, or water, or copper, or Brazil; in other words, there is no single number for any of these concepts or subjects. A work on marriage belongs in 301 if it deals with the sociological aspects of the subject, in 155 if the psychological, in 173 if the ethical, in 390 if it deals with customs, in 613 if it deals with hygiene.[22]

The point is well demonstrated by looking at the relative index to the classification scheme. If the classifier has a book about games, for example, and turns to the index to find the proper classification number, he is confronted by the following array:

Games	
camp sports	796.545
child care	
home econ.	649.553
ethics	
philosophy	175.4-.5
religion	
Buddhism	294.356 54-.356 55
Christianity	241.654-.655
comp. rel.	291.565 4-.565 5
Hinduism	294.548 654-.548 655
s.a. other spec. rel.	
folk lit.	398.8
indoor see Indoor amusements	
management use	658.403 5

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[22]Benjamin Custer, "Editor's Introduction," Dewey Decimal Classification, by Melvil Dewey (10th abridged ed.; Lake Placid Club, New York: Forest Press, 1971), p. 9.

of chance
  equipment
    manufacturing
      prod. econ. 338.476 887 5
        s.a. spec. aspects e.g.
          Finance
      technology 688.75
      other aspects see
        Manufacturing firms
    marketing see Marketing
  recreation 795
of skill
  indoor
    equipment
      manufacturing
        prod. econ. 338.476 887 4
          s.a. spec. aspects
            e.g. Finance
        technology 688.74
        other aspects see
          Manufacturing
          firms
      marketing see
        Marketing
    recreation 794
  outdoor see Athletic
    sports
outdoor see Outdoor sports
soc. customs 394.3

There are at least sixteen different classification numbers which may be used depending upon what aspect of the subject is emphasized in the book being classified.

The Dewey classification is generally hierarchical in both its notation and in its discipline and subject relationships. In terms of notation this means that

> Each successive division of the discipline or subject is represented by a corresponding lengthening of the significant notation by one digit. Hierarchy in disciplinary and subject relationships means that every concept in a notation more specific than that of a main class is subordinate to all the broader concepts of which it is a part.[23]

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[23]Benjamin Custer, "Editor's Introduction," Dewey Decimal Classi-

Dewey's 18th edition is more synthetic than any of the previous editions, in that it allows for number building based on various mnemonic devises that provide uniform meanings for numbers appearing in different contexts. Some of these mnemonic devices are the area tables, language tables, standard subdivisions for form (e.g. outlines, periodicals, dictionaries) and treatment (e.g. theory, technique, study and teaching), as well as other patterns that "appear as a result of parallel subject developments, a full development at one place being repeated by analogy at other places."[24] The number 44, for example, is used to consistently to refer to France, while 9 is the number for history. 944 therefore means history of France. To cite another example, -09 is the standard subdivision for historical and geographical treatment, and 398.2 is the number for folk literature. 398.20944 is thus a folktale from France.

The Dewey scheme is also noted for its flexibility and versatility. Its pure, usually hierarchically expressive notation makes it easily adaptable to libraries of different sizes, allowing for varying degrees of broadness or closeness in classification. A small library that started out using broad class numbers could, as it grew larger and required increasingly more specificity, easily obtain this simply by adding digits to the notation. In light of this fact, in 1894 the first of a series of abridged editions of the Dewey classification was published as an aid to small libraries that used the DDC. Gradually, as

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fication and Relative Index (18th ed.; Lake Placid Club, New York: Forest Press, 1971), pp. 19-20.

[24] Ibid., p. 21.

more editions of Dewey were published, the relationship between the full and the abridged editions became closer, and from the 4th abridged edition until the present there has been an attempt to follow each new full edition with a new abridged edition. Originally the abridged editions were simple reductions of the full Dewey schedules, prepared with the intention of allowing small library collections to grow into the full schedules with as little inconvenience as possible. But complaints became more and more common that the abridged editions were, as their parent editions grew, becoming too detailed and complex for small library collections. Thus the most recent abridged edition, the 10th, was designed for small libraries that do not expect to grow larger. The 10th edition is thus in some respects not a true abridgment, but rather an adaptation. In order to correct what were felt to be illogical placings in the older abridged editions, some policies and some actual numbers in the 10th edition differ slightly from those of the full edition. More specifically, some of the provisions for synthesis that are found in the 18th edition are omitted, as well as some of the tables of subdivision, leaving only the standard subdivisions, simplified area tables, subdivisions of languages and of literature. In addition, if a library wants to expand from Dewey's 10th abridged edition to the 18th full edition, some digits will have to be changed. For example, both the 10th edition and the 18th edition class general books on the biology of birds in 598.2. For specific kinds of birds, however, edition 18 uses the numbers 598.3-.9 rather than the more hierarchically expressive 598.21-.29. Abridged DDC, on the other hand, places these books in 598.2 along with general works about birds. Thus if a library were going to expand the classification of its ornithology books from the abridged to the full

Dewey schedules, many of the 598.2's from abridged Dewey would have to be changed to 598.3-.9.

There is some question among librarians as to the wisdom of such a potentially radical approach to the abridged DDC. The present policy has several rather significant implications.

> It means that the abridged edition may be now moving gradually away from the unabridged edition and will develop policies and practices separate from those of the unabridged version. How far the abridged edition will depart from the unabridged edition remains to be seen. Unless there are some specific guidelines as to how much the abridged edition should be allowed to deviate from the unabridged edition, the abridged edition could easily develop into an independent classification scheme loosely based on the unabridged edition of DDC.[25]

While the changes in the abridged DDC have made it a more logical and "evenly structured scheme,"[26] it also means that changing from the abridged to the unabridged edition of DDC will be a more complicated task than it has been in the past. Because of this and because of the Dewey office's policy of providing segmented DDC numbers on LC cards, making it a simple matter to cut back full Dewey numbers, the response to this "adapted" Dewey scheme may be less enthusiastic than it might otherwise have been. Librarians will have to wait for the 11th abridged edition of the Dewey Decimal Classification to discover the answers to the questions that have been raised by the 10th edition.

All of the aforementioned features of the Dewey Decimal Classification have helped to make it one of the most popular and enduring

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[25]Lois M. Chan, "The Tenth Abridged Dewey Decimal Classification and Children's Room/School Library Collections," Library Journal, v.98, no.16 (September 15, 1973), p. 2623.

[26]Ibid., p. 2625

classification schemes in the world. However, as numerous authors have pointed out, there are problems involved in the use of the DDC as well. Perhaps the most commonly heard complaint is that the notation is sometimes "overly" long; but there are also complaints that revision is too frequent, that there are too many relocations, and, conversely, that the Dewey scheme is outmoded and cannot keep up with the rapidly changing modern world. All of these complaints probably have some degree of validity.

> Nevertheless, DC is still used by a great many libraries all over the world, and will surely continue to be used. In Britain, BNB uses a DC 18 number for each entry; in the United States, several bibliographic tools give DC class numbers, as well as LC cards. Editions are available in a number of languages other than English, and the 18th edition has made several provisions to help the non-American user. . . . If in some respects DC has been overtaken by more recent developments, this is ever the fate of the pioneer. . . . No matter what the outcome, Melvil Dewey and his Decimal Classification are assured of one of the more significant places in the history of library classification and the systematic approach.[27]

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[27]Anthony C. Foskett, The Subject Approach to Information (2d ed.; London: Clive Bingley, 1971), p. 236.

III

THE COMPARISONS

Sports

Since sports are of perennial interest to children, libraries always have an abundance of sports books in their children's collections, even if they are not always on the shelves. Because of this interest, careful thought about this area is required from the classificationist attempting to design a special scheme for children's books. Although both the Toronto Boys and Girls Book Classification and Inglewood's LC Classification Adapted for Children's Books profess to have been developed specifically for children's books and to provide an arrangement that is especially suitable to the users of these books, there nevertheless is a striking difference between the two schemes with respect to their treatment of sports.

In order to better cater to the large number of sports books, the Inglewood scheme has departed from its usual procedure of using the main LC classes without "the original detailed numbering divisions."[28] Instead they have added a new class X - SPORTS AND RECREATION, which is divided into twenty-three subclasses that represent various sports, games, and recreational activities such as dancing, model making, magic tricks, and the like. This section of the classification is more detailed than many other areas of the scheme, and in this particular case the adapted LC

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[28]Inglewood Public Library, loc. cit.

classification lives up to its stated goal of providing an arrangement "that would truly reflect the subject matter of children's books."[29] The Toronto classification, on the other hand, places sports in class 0, a catch-all category labelled THINGS TO DO, which, according to the makers of the classification, brings together all books that "represent to the children the same interest—of finding out how to make or do something."[30] In addition to sports, this class contains books on games, camping and woodcraft, handicrafts, cooking, pets, collecting, magic, etc. These subclasses are further divided into smaller groups with varying degrees of detail. While it is obvious at a glance that the amount of subdivision of 0 10 - SPORTS AND GAMES is second only to that of 0 30 - HANDICRAFTS, a closer look is required to understand the nature of these subdivisions and what is actually accomplished through their use. Compare the specificity of the classification that is possible in the two following areas of class 0:

0 10 Games and sports
- 11 Indoor social games and activities
  Including parties, finger plays, singing games
- 12 Sports and athletics
  Including hockey, baseball, basketball, football, boxing, judo, track and field, gymnastics, physical fitness
- 19 Outdoor activities
  Including archery, boating, fishing, hunting, horsemanship, skating, skiing, swimming, kites

and

0 30 Handicrafts
- 31 Papercraft
- 32 Needlecraft
- 33 Dolls
- 34 Models

(continued on next page)

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[29] Ibid.

[30] Toronto Public Libraries, op. cit., p. 12.

35 Woodworking
39 Other handicrafts
Tincraft, leathercraft, modeling, knots, and other single handicrafts

For some reason, the designers of the Toronto classification have decided that the amount or the character of handicraft books warrants closer classification than the sports books, although the makers of the Inglewood scheme, who had the same goals and objectives as the makers of the Toronto classification, seem to have disagreed enough to have created a new and separate class in which seventeen out of twenty-three subclasses specify a different sport or type of sport.

Toronto's policy of broad classification of sports books results in a very poorly organized shelf arrangement. This becomes even more apparent since there are a number of authors who have written a great deal in this field, and using this classification system all of their books are found together on the shelf regardless of which particular sport they are writing about. We thus have the following arrangement of one small group of books in our sample:

Hollander, Zander	Basketball lingo
Hollander, Zander	Great moments in pro football
Hollander, Zander	The modern encyclopedia of basketball
Hopman, Harry	Better tennis for boys and girls
Jacobs, Helen Hull	Better physical fitness for girls
Jennison, Keith W.	The concise encyclopedia of sports
Liss, Howard	Basketball talk for beginners
Liss, Howard	Football talk for beginners
Liss, Howard	Soccer, international game
Miers, Earl Schenck	Baseball
Miers, Earl Schenck	Basketball

This can be easily contrasted with the arrangement provided by Inglewood's X class, which groups the books in subdivisions by individual sport or type of sport, such as:

XF - Baseball
XG - Basketball
XH - Football
XJ - Golf
XK - Racquet sports

Inglewood's class X is not only better organized than Toronto's sports class, but it is also more comprehensive. For example, books about automobile and motorcycle racing are well represented and much in demand in children's libraries. In our sample alone one-fourth of the sports books are about these subjects. Yet Toronto makes no provision for books about motor sports and cycling, while Inglewood devotes one subclass specifically to this area. One might resort to placing these books in Toronto's class 0 10 - OUTDOOR ACTIVITIES, but this is misleading and contradictory to the stated purpose of class 0, that is, to bring together books on how to make or do something. Children do not engage in drag racing, but that does not and should not eliminate the subject's interest for young readers.

Another drawback, this one shared by both the Toronto and the Inglewood schemes, is in their treatment of biographies about sports figures (and biographies in general). The adapted LC classification clearly stated:

> Biography, shown by CT, has been made Collective biography. It includes all collective biographies even if they are illustrative of other subjects (such as physicians or musicians). A new subclass CV (Individual biography), which includes autobiography, has been added to provide for a separate biography collection as required in children's libraries. As with CT, the new CV subclass includes all biographies even though they had been placed with their respective subjects in the original LC classification.[31]

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[31]Inglewood Public Library, op. cit., p. 91.

In the absence of a statement of policy from Toronto on this matter, it is assumed that all biographies are placed in class F - FAMOUS PEOPLE (an unfortunate title for the biography section!). This approach ignores the relationship that exists between the person being written about and his association with a particular subject area. As a result, books like Great Linebackers of the NFL, Heroes of the Olympics, and American Sports Heroes of Today, which would be more accessible to sports enthusiasts if shelved with books about sports, are instead shelved with books like Story Lives of Great Composers and Lives of Poor Boys Who Became Famous, to cite two examples from Inglewood's collection. The adapters of the LC classification address themselves to this problem only superficially; they state that a separate biography section is "required" in children's libraries but offer no reasons for why this should be so. Admittedly, there may be some justification for a separate biography collection in certain cases, but there are also subjects such as sports and music where the opposite seems to be true. Here, then, is another example of the general scheme (i.e. Library of Congress) being better able to meet user needs than the specialized scheme.

The Dewey Decimal Classification offers the option of either classifying biography in 920-928, general biography, or with the specific discipline or subject, adding the standard subdivision denoting biography. The abridged and unabridged versions differ, however, in that the abridged prefers the former treatment while the unabridged prefers the latter. In the case of biography, then, abridged Dewey resembles the two specialized schemes, but with an important exception. Abridged Dewey's class 920, like the unabridged Dewey Decimal Classification, is subdivided by classes of persons, so even though biographies are separated from the subject

areas to which they are related, the biography section itself is organized in a more useful manner than simply filing the books alphabetically by the name of the biographee. Thus in abridged Dewey, biographies of sports figures are grouped in class 927, people in arts and recreation, certainly a rather large category, but better than none.

There is another difference between the abridged and unabridged Dewey schemes in terms of the way they handle books about sports, though this difference is quantitative rather than qualitative. Sports is a subject area where one can easily see that the scheme has been substantially shortened. For example, in both schemes, 796.33 is the number that represents ball games using an "inflated ball driven by foot" (to use Dewey's terminology). In the unabridged Dewey classification there are approximately three pages of subdivisions for this small part of class 796, with twenty-six individual subdivisions referring to various aspects of football alone. The degree of detail represented by these subdivisions is quite minute, including specific numbers for such things as Grounds and their layout, Formations, and Precollege games. In abridged Dewey, on the other hand, each sport or type of sport is represented by one number with no further subdivisions, for example:

796.32 Inflated ball thrown or hit by hand
Basketball, net ball, volleyball

796.33 Inflated ball driven by foot
American (U.S.), Canadian, Australian, association (soccer) football; rugby
Including pushball

This approach, which is quite similar to that of the adapted LC classification, seems to adequately meet the needs of the users of children's libraries. It is specific in that it groups major sports or types of sports together, and yet not overly specific for the purposes of children,

as the full Dewey classification seems to be. Children usually come to the library with requests like "Where are your football books?" not "I want a book about refereeing in professional football." Furthermore, most books written about sports for children are general surveys of the sport rather than in-depth studies of a particular aspect of a sport. On the other hand, to have no collocation of individual sports, as in the Toronto scheme, provides no useful classification at all. It therefore seems that in this case, a moderate approach to classification yields the best results.

Animals

When librarians are writing and talking about classification, they often point to certain areas of the sciences to illustrate their observations. One reason for this, as Kelley states in her study of classification, is that "the principle of subordination used in systematic classification can be shown more uniformily and clearly in the Zoological and Botanical sciences than in other sciences."[32] Furthermore, these particular areas come already equipped with a comparatively clearcut hierarchical organization and thus fall relatively easily into the order imposed by a classification scheme.

The sciences also provide us with a good illustration of the value of a systematic subject classification as compared with the approach offered by an alphabetical subject catalog. The noted authority W. C. Berwick Sayers has explained classification thusly:

> We find that, where a rightly designed classification exists, librarian or reader may go to a definite set of shelves and see at their beginning the books deal-

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[32]Kelley, op. cit., p. 83.

> ing with the subjects which are preliminary to or are the foundation of the sought subject; find, following these, the books on the subject itself; and, following them in turn, the books on the subjects which develop from that subject.[33]

For example, in the Dewey Decimal Classification the zoological sciences (590's) are arranged in roughly the following way:

591 Zoology
592 Invertebrates
593 Protozoa
594 Mollusca
595 Other invertebrates
596 Chordata (Vertebrates)
597 Anamnia Fishes
598 Reptiles and birds
599 Mammals

Within each of these divisions there is a great deal of additional detail covering the entire range of the animal kingdom. This arrangement allows for a systematic subject search of the library's books dealing with animals. For example, if our sample of animal books is classified according to the Dewey Decimal Classification, we find the following arrangement: first books about topics such as animal growth, environments, and behavior, followed by books about specific animals listed in the order outlined above.

Using a selection of animal books from our sample, this method of sequencing the library materials on a given subject can be compared with the approach provided by an alphabetical subject catalog. The following list of books on insects is arranged in Dewey order:

595.701	Callahan, Philip	Insects and how they function
595.7059	Davis, Bette J.	Musical insects
595.722	Cole, Joanna	Cockroaches
595.725	Hess, Lilo	The praying mantis

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[33] W. C. Berwick Sayers, A Manual of Classification for Librarians (4th ed., revised by Arthur Maltby; London, Deutsch, 1967), p. 36.

595.726	Hutchins, Ross E.	Grasshoppers and their kin
595.733	Simon, Hilda	Dragonflies
595.76	Hutchins, Ross E.	Insects in armor; a beetle book
595.781	Hutchins, Ross E.	Scaly wings; a book about moths and their caterpillars

The first two books represent general works on insect physiology and sound production, while the rest are books about particular insects. The arrangement of this section of the zoology class echoes the order of the zoology class as a whole, with general works first, followed by books about particular animals, in this case specific insects. In an alphabetical subject catalog, on the other hand, the arrangement does not allow for such a systematic approach to the subject. The insect books are scattered throughout the catalog depending upon the subject headings chosen to describe them, for example:

Insects
Insect sounds
Nature sounds
Praying mantis
Locusts
Dragonflies
Beetles
Moths
Caterpillars

True, the alphabetical subject catalog does provide a system of cross reference to guide the user to related terms, but this cannot adequately reveal the relationships between the subjects. This is a task that <u>is</u> accomplished through classification, which "is not only the general grouping of things for location or identification purposes; it is also their arrangement in some sort of logical order so that the <u>relationship</u> of the things may be ascertained."[34]

Perhaps because the zoological sciences lend themselves so ob-

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[34] <u>Ibid.</u>, pp. 28-29.

viously to a classified arrangement, both the Toronto and the Inglewood schemes are somewhat similar in their treatment of animal books. For example, both schemes include provisions for the following subclasses: general zoology, mammals, birds, reptiles and amphibians, and fish. In addition, both have zoology books located in close proximity to botany books; in adapted LC class QL - ZOOLOGY — GENERAL immediately follows QK - BOTANY, and in the Toronto scheme class K - NATURAL HISTORY encompasses both botany and zoology. For some inexplicable reason, however, the Toronto scheme provides a decidedly peculiar arrangement in which the subclass for plants occurs in the middle of the animal subclasses rather than at the beginning or at the end. This produces the following confusing shelf order:

K 5	Chinery, Michael	Animal communities
K 5	Silverstein, Alvin	Metamorphosis
K 10	Buxton, Ralph	Nature's pincushion, the porcupine
K 10	Conklin, Gladys	The lion family
K 20	Carrick, Carol	Beach birds
K 20	Lubell, Winifred	Birds in the street
K 30	Callahan, Philip	Insects and how they function
K 30	Cole, Joanna	Cockroaches
K 40	Hawes, Judy	My daddy longlegs
K 50	Shaw, Evalyn S.	Alligator
K 60	Morris, Robert A.	Seahorse
K 60	Waters, John F.	The mysterious eel
K 80	McDonald, Lucile S.	Garden sass; the story of vegetables
K 80	Selsam, Millicent	More potatoes!
K 80	Selsam, Millicent	Vegetables from stems to leaves
K 90	Pringle, Laurence	Twist, wriggle, and squirm; a book about earthworms

Such illogical order is certainly less helpful than it might have been with a bit more thought on the part of the creators of this scheme.

Beyond these rather apparent observations about the two schemes, it is difficult to make generalizations about their treatment of animal books. There are, however, certain interesting points that deserve mention. First of all, the two schemes use notations that are quite differ-

ent from one another. The adapted LC classification's notation also differs substantially from that of the original LC schedules. In doing away with LC's "detailed numbering divisions," the Inglewood scheme has eliminated any semblance of expressiveness that the notation might have had. The zoology section now consists of the following areas: class QL has been retained, and QM, human anatomy, has been made QU (Anatomy). QM, in turn, is designated INVERTEBRATES. A new subclass QN is used for VERTEBRATES - GENERAL. The following new divisions have been made: QP (Fish) originally physiology, QR (Birds) originally bacteriology, QS (Reptiles), and QT (Mammals).[35] Thus, the notation employed for the subclasses of the general class QL in no way expresses the fact that these are indeed subclasses of a larger group. In the Toronto scheme, on the other hand, the notation is expressive, with subclasses of class K - NATURAL HISTORY being indicated through numerical divisions, e.g. K 5 - ANIMAL LIFE IN GENERAL, K 10 - MAMMALS, etc.

Another difference between Toronto and adapted LC that is worth noting is the way each deals with invertebrates. While adapted LC places all invertebrates in QM between QL - ZOOLOGY — GENERAL and QN - VERTEBRATES — GENERAL, Toronto provides a more detailed arrangement of the invertebrate literature, devoting four separate subclasses to various invertebrates: K 30 - INSECTS; K 40 - SPIDERS; K 60 - WATER LIFE (including shellfish and watersnails); and K 90 - OTHER ANIMAL LIFE. Compare the resulting arrangements in the two schemes as displayed in Figure 3.

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[35]Inglewood Public Library, op. cit., p. 95.

INGLEWOOD			TORONTO		
QM	Cole	Cockroaches	K 30	Cole	Cockroaches [insects]
QM	Conklin	Tarantula; the giant spider	K 30	Davis	Musical insects [insects]
QM	Davis	Musical insects	K 30	Hess	The praying mantis [insects]
QM	Hawes	My daddy longlegs	K 30	Hutchins	Grasshoppers and their kin [insects]
QM	Hess	The praying mantis	K 30	Simon	Dragonflies [insects]
QM	Hutchins	Grasshoppers and their kin	K 40	Conklin	Tarantula; the giant spider [spider]
QM	Newell	Seashells in action	K 40	Hawes	My daddy longlegs [spider]
QM	Pringle	Twist, wriggle, and squirm; a book about earthworms	K 60	Newell	Seashells in action [water life]
QM	Shaw	Octopus	K 60	Shaw	Octopus [water life]
QM	Simon	Dragonflies	K 90	Pringle	Twist, wriggle, and squirm; a book about earthworms [other animal life]

Figure 3. A comparison of the classification of books about invertebrates in the Inglewood and Toronto classification schemes.

This display also demonstrates the inadequacy of subarranging the books alphabetically by the author's last name. It is obvious at a glance that an infinitely more helpful order can be had by simply arranging the books alphabetically by the name of the insect (or animal) that is the subject of the book. Not only is this a more logical basis for arranging the books, but it requires no more work from the classifier than does the present system, thus fulfilling the requirement stated by Campbell, and implied in Inglewood's adaptation of LC; that is, that the classification be "quick, easy to process and relatively inexpensive."[36] This subarrangement would have the same result as a more detailed zoology schedule, without the greatly feared expense and dreaded complications of a more thorough scheme, and could be applied not only to this particular section of the zoology schedule, but wherever it would provide a more useful arrangement of the library's materials.

The unabridged Dewey Decimal scheme once again offers by far the fullest treatment of the animal books in our sample. Twenty-five pages of the schedules are devoted to various aspects of the zoological sciences, and every subdivision of the 590's has numerous and detailed subdivisions of its own. In order to get an idea of the amount of detail and the resultant arrangement provided by the unabridged Dewey classification, let us look once again at the part of our sample representing books on invertebrates. Here, as in the Toronto scheme, invertebrates are placed in more than one subclass: 592 - INVERTEBRATES — GENERAL; 593 - PROTOZOA, PARAZOA, METAZOA; 594 - MOLLUSCA AND MOLLUSCOIDEA; and 595 - OTHER INVERTEBRATES. We thus have the following classi-

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[36]Toronto Public Libraries, op. cit., p. 3.

fied order of these books under the Dewey Decimal scheme:

594	Newell, Audrey	Seashells in action
594.56	Shaw, Evalyn S.	Octopus
595.146	Pringle, Laurence	Twist, wriggle, and squirm; a book about earthworms
595.43	Hawes, Judy	My daddy longlegs
595.44	Conklin, Gladys	Tarantula; the giant spider
595.701	Callahan, Philip S.	Insects and how they function
595.7059	Davis, Bette J.	Musical insects
595.722	Cole, Joanna	Cockroaches
595.722	Pringle, Laurence P.	Cockroaches
595.725	Hess, Lilo	The praying mantis
595.726	Hutchins, Ross E.	Grasshoppers and their kin
595.733	Simon, Hilda	Dragonflies
595.76	Hutchins, Ross E.	Insects in armor; a beetle book
595.781	Hutchins, Ross E.	Scaly wings; a book about moths and their caterpillars

Since this sample is so limited, certain points are not apparent that would be were we dealing with an entire library. It is important to understand that under this arrangement not only are the books arranged in a systematic hierarchical order, but also that all the books about a particular invertebrate or some aspect of invertebrates are collocated, as we see with the two books about cockroaches.

The great number of these decimal divisions is the principal difference between the unabridged and abridged DDC. In the unabridged DDC, for example, there are 121 subdivisions of class 595, which is itself a subdivision of the more general number 592, while in abridged Dewey, 595 is subdivided only once. In fact, only two of the numbers for specific classes of animals in abridged DDC are further divided (595 - OTHER INVERTEBRATES and 598 - REPTILES AND BIRDS), thereby enabling twenty-one pages of unabridge schedules to fit onto a mere two pages in the abridged DDC (with room to spare!). The schedules are presented in the following way, using 595 as an example:

595 Other invertebrates
Including worms, cyclops, fish lice, barnacles, sand fleas, sow bugs, wood lice, sea mantles, squillas, sea onions, lobsters, crabs, shrimps, mites, ticks, spiders, harvestmen, scorpions, millipedes, centipedes.

.7 Insects.
Class here entomology

Once again, as with the Toronto and Inglewood schemes, the subarrangement is alphabetical based on the last name of the author, thus scattering books about the same subject whose authors have different names and bringing together the books of the same author, regardless of the specific topic of the books, a task that should more properly be within the realm of the card catalog. And once again, it is appropriate to note that an alphabetical subarrangement based on the animal that the book is about would be far more helpful to the user than this system.

We see, then, that in the area of animal books, the three "abridged" schemes are fairly similar in their approach to classification, and that the more complete, unabridged Dewey Decimal system seems to provide the most useful and orderly arrangement of books on animals, and the one that is most compatible with the definitions and purposes of book classification.

Folk Tales

Folklore is a subject area which is most often approached from a geographical viewpoint, e.g. the folklore of a particular country or area. This observation is reinforced by the fact that almost all of the titles of the folktales and folktale collections in the sample being considered here indicate the country of origin, as, for example, Baba Yaga's Geese and Other Russian Stories; Tales the People Tell in Mexico; Tales

from the Igloo; 8,000 Stones, a Chinese Folktale; and Folk Stories of the South. It therefore seems not only logical for a classification scheme to group the books in this way, but also more helpful to the user than a purely alphabetical arrangement based upon the name of the "author." Often the person who is named as the author of a folktale is more correctly a reteller, an adapter, a translator, or the like, since a true folktale has no author, having been passed along orally from one generation to the next. This being the case, the "author" of a written folktale has little subarrangement value. This is not to say that an alphabetical arrangement is never a useful one. As the noted authority on classification, W. C. Berwick Sayers pointed out in A Manual of Classification for Libraries:

> But there is no real reason why alphabetical order shall not be used, to a certain extent, within a classification scheme whenever it is the most sensible method of subarrangement or whenever it can bring about a more useful grouping than can a classified sequence. These occasions, it must be confessed, are (with the exceptions of alphabetized order by author for fiction), destined to be comparatively rare.[37]

All four of the classifications being studied here arrange fiction alphabetically by author, but if this system is used in the case of folktales it may separate different versions of the same tale, thus subverting the value of classification. For example, an edition of the Grimm tale Mother Holly which has been retold by Bernadette Watts and is entered under her name is with the W's at the end of the folktale shelves, while other Grimm folktales, and even other versions of this particular tale, will most often be found in the first half of the folktale shelves in the G's.

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[37]Sayers, loc. cit.

The Toronto Boys and Girls Book Classification seems to indicate a slight awareness of the value of some further subdivision of folklore, as it provides, in addition to the very general class A - FOLK AND FAIRY TALES, the subdivision A 90 for TALL TALES. However, the general instructions for class A indicate that the shelf arrangement is to be "alphabetically by author, collector, editor, subject, etc."[38] This list of options is not really useful, since anyone who is classifying books could come up with all of these suggestions and probably more. However, if indeed this classification scheme is "based on and derived from an examination of the literature of the field"[39] as it claims to be, it seems that it should make a decision and provide guidelines as to the best method of subarranging various subject areas. Providing a useful arrangement of the library's materials is, after all, the purpose of classification.

Assuming that the books are subarranged alphabetically by main entry, what kind of a systematic arrangement of folk and fairy tales results when using the Toronto scheme? The answer to this question is unfortunately that the Toronto classification yields no real systematic arrangement of folklore. For example, a general collection of folktales from all over the world falls between Snow White and the Seven Dwarfs and a collection of folktales from India, while another general collection of tales can be found nine titles later, separated by tales from such diverse places as West Africa, Ireland, Mexico, Russia, Japan, and the United States. While it occasionally happens that two works containing folktales from a given region may be located next to each other, this

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[38]Toronto Public Libraries, op. cit., p. 7

[39]Ibid., p. 3.

is purely an alphabetical coincidence, and one that may be somewhat hazardous at that. The user who is scanning the shelves and finds The Boy Who Made Dragonfly: a Zuni Myth retold by Tony Hillerman next to Margaret Hodges' The Fire Bringer; a Paiute Indian Legend might make the assumption that this is the extent of the library's collection of North American Indian folklore, when in fact the library also owns Maurice Metayer's collection of Eskimo legends Tales from the Igloo and the Tuscorora Indian legend When the Corn Is Red, retold by Pekay Shor. The situation is further complicated if, as in the sample being considered here, M. A. Jagendorf's Folk Stories from the South follows the Zuni and Paiute tales, thus juxtaposing three titles dealing with United States folklore. It would be easy for the casual browser to assume that a relationship existed here when in fact it does not, and to make misleading inferences about the library collection based upon that incorrect assumption.

Another question raised by the general lack of systematic subarrangement of the folklore class involves the subclass A 90 - TALL TALES. One wonders why this particular group of folktales has been singled out as a separate class warranting subdivision when this approach has not been generally followed elsewhere in the folklore class. What this particular subdivision actually accomplishes, since tall tales are an American form of folklore, is to separate a great deal of American folklore from the rest of the class. Thus the outcome of this policy, if viewed as a means toward geographic subdivision, is a useful one. However, it has neither been carried far enough nor applied with any consistency in the rest of the class. As a result, there again is potential for confusion. If the user discerns that a particular form of

folktale or, more likely, that folktales from a particular country (i.e. the United States) are grouped together, why should he not expect this to be so for all of the folktales? And if it is valid to segregate a particular genre of folklore or the folklore of a particular country in this case, why is it not valid to do so consistently? An apparent reason for the policy that has been followed is that tall tales are an easily identifiable body of folk literature, and as such, seem to be a logical group to set apart from the rest of the folktales. This policy was decided upon, no doubt, based upon the "examination of the literature of the field" about which they speak in the introduction to the Toronto classification. A more careful examination of the literature of this particular field would readily have revealed the value of employing a geographical subarrangement for the whole class A, resulting in having all the folktales of Russia grouped together, separated from all the English folktales, which in turn would be separated from the general collections of folktales from around the world, and so on.

The Inglewood adapted Library of Congress classification, like the Toronto scheme, groups all folk and fairy tales together, subarranged alphabetically by the last name of the author. The makers of this classification system, however, allow no room for variation in subarrangement, listing as a "requirement" the use of "the first three letters of the author name (main entry) in place of an author number."[40] In this respect, then, the two schemes are very similar. There is a further similarity between the two schemes in that they both class separately folktales that are considered to be national epics. In spite

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[40]Inglewood Public Library, op. cit., p. 3.

of the fact that both schemes separate epics from other folktales, however, each treats them differently in relation to the classification as a whole. In the Toronto scheme there is a class D entitled EPIC AND ROMANCE that contains "stories of the great legendary heroes retold from epic literature and medieval romance."[41] It is separated into several subclasses, some of which encompass geographical/cultural areas, such as French, Celtic, or Greek and Roman, and others which are limited to literature about a specific hero such as Robin Hood or King Arthur. The subdivisions are no doubt once again based upon an examination of the literature of the field—there is a great deal of literature about Robin Hood and King Arthur written for children. The fact that epic and romance is a totally separate class from folklore is due to the basic philosophy of the Toronto scheme ("it groups the reading interests of children more naturally") which allows the child who reads about Ulysses to then go back to the same place and find "more books like it," such as the stories of King Arthur, Roland, and Grettir.[42]

In the case of the Inglewood scheme, however, these principles have not entered into the decision as to where to class national epics. Rather the scheme loosely follows the policy set forth in the Library of Congress Classification upon which it is based. The Library of Congress system groups the literatures of given countries together in subclasses under the main class P - LANGUAGE AND LITERATURE, and the same general practice is followed in the adapted LC classification, although in keeping with Inglewood's policy of using broad classifications, all of the

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[41]Toronto Public Libraries, op. cit., p. 8.

[42]Ibid., p. 3.

detail of the original LC schedules has been eliminated. But a crucial difference between the original and the adapted LC classifications lies in the fact that the former classes folktales from a particular country with the other literature of that country, be it epic, romance, modern novels, etc., while the latter arbitrarily separates folktales from other literatures of a given country. Thus, in a library using the full Library of Congress Classification we would find editions of The Nibelungen in class PT, along with collections of German folk literature such as Grimm's fairy tales, as well as other German literature. Under the Inglewood adapted LC classification, on the other hand, The Nibelungen would be in class PF - GERMANIC LANGUAGES AND LITERATURE, while Grimm's fairy tales are found in PR - FOLK AND FAIRY TALES, alphabetically scattered depending upon the name of the compiler of a particular collection or the reteller of an individual tale.

It may in fact be valid and useful to have a separate subclass for folktales, especially with the amount of this material that is written for children, and in this respect the intentions of the adpated LC classification is indeed superior to the full LC classification for children's collections. However, we must once again consider whether it would not be more useful to subarrange the folktales by country of origin. Such a subarrangement would not only be logical and useful, but it would also be consistent with the rest of the adapted LC's language and literature class which is divided in this manner. Furthermore, there seems to be no real reason for the separation of epics from other folk tales. We are simply given the information in the instructions for the Inglewood scheme that "fairy tales and legends, including those from various countries, are assembled under PR (Fairy tales). National epics,

however, are classed with the literature of the country represented. . . ."[43] This distinction between national epics and other folktales seems to be an artificial one, particularly in light of the character of the rest of class P. In addition, by classing national epics "with the literature of the country represented," they are not only separated from other folktales and legends of that country, but they are also interfiled on a purely alphabetical basis with books about the language, dictionaries, grammars, etc. The list of examples that is presented in the adapted LC classification under class PC - ROMANCE LANGUAGES AND LITERATURE ably demonstrates the result of this policy.

PC Baldwin, James
BAL Story of Roland

PC Cooper, Lee
COO Fun With French

PC Goldston, Robert C.
GOL The Legend of the Cid

PC Pillet, Roger
PIL Mon Premier Dictionnaire

At least in the full LC classification, languages and literatures of particular countries are in separate subdivisions of the main class, whereas because of the policy of broad classification in the Inglewood adaptation, they all are grouped together under one main class with no subdivisions.

The 18th edition of the Dewey Decimal Classification offers a marked contrast to the treatment of folk literature given by the two classification schemes specifically designed for children's collections. First of all, in both the Toronto and the Inglewood systems folktales

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[43]Inglewood Public Library, op. cit., p. 24.

are treated simply as literature, and no attempt is made to relate them to works about folklore and its study. The story value of the books is the aspect that is stressed in both of these schemes. Toronto, for example, places folk and fairy tales in a class by themselves immediately following picture books and informational picture books in an order that is meant "to correspond roughly with the general progression of reading interest from one type of book to another."[44] (This order, by the way, has not been corroborated by Williams in her survey of literature on the reading interests of children. In fact, the studies that are available from the 1920's to the 1960's "have shown that children. . .are interested in numerous subjects which change little from decade to decade."[45]) In Inglewood's adapted LC classification folklore has been moved away from the geography and anthropology class and placed in a subclass of the language and literature class labelled FAIRY TALES.

By treating folklore as literature rather than as a social science, neither the Toronto classification nor the Inglewood scheme provides for works <u>about</u> folklore. This is presumably because there are not a great many children's books written about this topic. However, since the Dewey classification was not developed especially for children's books and is not based on literary warrant, the lack of literature on any given subject was not a factor that was considered in the development of the scheme. Dewey is thus better equipped to relate folk literature to any theoretical works about folklore that the library has in its collection.

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[44]Toronto Public Libraries, <u>op. cit.</u>, p. 4.

[45]Dianne T. MacAfee Williams, "Study to Determine the Effectiveness of an Interest Grouping Classification for Primary Grade Children" (unpublished Ed.S. thesis, Western Michigan University, 1973), p. 16.

Another result of this approach is that "minor forms of folk literature"—as Dewey has termed riddles, nursery rhymes and games, proverbs, and the like—can be classified in the same area as folk tales, thereby bringing together all of these similar writings. In the Inglewood scheme, while nursery rhymes are classified with folk and fairy tales, jokes and riddles are found in class X 5 - INDOOR SPORTS AND GAMES, and proverbs are in class PN - LITERATURE — GENERAL (which is potpourri of such diverse subjects as epigrams, American literature, English literature, ballads, literary history, Christmas stories, literary criticism, and more). Similarly, in the Toronto classification nursery rhymes are in the picture book section while riddles are classed with THINGS TO DO and jingles are in the POETRY class.

As far as the placement of folk literature in the classification as a whole is concerned, however, the two specialized schemes may offer a more helpful approach for the users of children's book collections. Dewey's class 300, of which folklore is a part, is entitled THE SOCIAL SCIENCES, a very broad and diversified label to be sure. The subjects it encompasses include social psychology, statistics, political science, economics, law, public administration, education, commerce, communications, transportation, as well as customs and folklore. The wide range of concepts covered under this rubric is quite staggering, and the appearance of customs and folklore at the end of the list seems almost to be an afterthought. In order to cope with this, and to better serve their patrons, in many children's libraries the folk literature is shelved separately out of the normal Dewey Decimal sequence. Patrons thereby benefit from the advantages that Dewey provides, while avoiding the problems caused by the placement of folk literature in relation to the rest of the classification.

In spite of this particular drawback, there are very definite advantages to using the Dewey Decimal system for classifying folktales. Because of Dewey's synthetic characteristics and the many subdivisions of the 398.2 (folk literature) schedule, there is ample opportunity for close classification of folktales. Some of the available subdivisions of folk literature include:

(1) tales and lore of historical and quasi-historical persons and events
(2) tales and lore of places and times
(3) tales and lore of plants and animals
(4) ghost stories
(5) tales involving physical phenomena
(6) tales of everyday human life

In addition, the classifier is given the opportunity to add area notation to any Dewey number, thus making the classification number even more specific. An example of the potential for close classification that exists in this schedule of Dewey can be seen in the number assigned to the Russian folktale Catofy the Clever: 398.2452974428 0947. This number can be analyzed into the following components: 398.2 - folk literature; 452 - about real animals; 974428 - cats; 0947 - area subdivision for Russia. Thus one classification number tells us four distinct facts about this book: (1) that it is a folktale; (2) that it is about a real animal (as opposed to a legendary one); (3) that, more specifically, this animal is a cat; and (4) that the tale is from Russia. Neither the Toronto nor the Inglewood schemes even approach this degree of specificity in their classification.

While the potential for such close classification does allow the folk literature to be subarranged according to various pertinent factors, certain disadvantages (besides the length of the numbers!) are inherent in a synthetic system such as this one. One of the disadvantages

can readily be seen by examining the Dewey numbers that the Library of Congress has assigned to our sample of folktales. LC is extremely inconsistent in their application of the subdivisions available in the 398.2 classification, and as a result, all of the folktales of a given country or about a given subject are not brought together. Although the fault is certainly not with the classification system itself but rather with its application, the outcome is nonetheless undesirable. For example, there is a marked contrast between the treatment of two Puerto Rican folktales as classified by LC. Dance of the Animals has been given the number 398.2452097295, meaning a folktale that is about real animals and is of Puerto Rican origin, while Juan Bobo and the Pig received the very general number 398.2 signifying simply that this is a folktale. Similarly, Catofy the Clever was mentioned above as an example of extremely specific classification while The Bun, another Russian folktale, was classed only as 398.2. The result of LC's erratic classification practices is that some tales are arranged alphabetically by author within the very broadest class number, while others are scattered depending upon the specificity of the number that has been assigned.

Other inconsistencies in LC's application of Dewey numbers to folktales are abundant, even in this relatively small sample. There are several instances where an area notation has been added on to the basic number 398.2, with no more specific subject being reflected in the number. For several reasons, this practice is particularly noticeable in the case of Duffy and the Devil, classified as 398.2094237, a folktale from southwestern England, specifically Cornwall. First of all, the lack of subject specification separates this story about the devil from two other tales about the devil: Even the Devil Is Afraid of a Shrew (398.2109471?)

and How the Devil Gets His Due (398.210944), not to mention other folktales about fairies, ogres, giants, and other legendary beings. Furthermore, the area number given to Duffy and the Devil is so very specific that it seems unusual to have included it while omitting such an obvious part of the class number as the subject of the tale.

Another variation which appears is to have the subject of the tales specified without having area notation added. Oddly enough, the tall tale Big Mose, Hero Fireman, which received more specific treatment than other folktales in the Toronto classification, has not been classified as a folktale from the United States in Dewey, but merely as a tale of historical and quasi-historical persons and events. Similarly, The Juniper Tree, a collection of Grimm folktales, has been classified simply as 398.21, omitting the area notation for Germany. Sir Gawain and the Loathly Damsel, an Arthurian tale, is classed without its English origin being specified, thus separating it from a version of The Sword and the Grail, when both should have been classified as 398.220942.

A third area of inconsistency is in those books that have simply been classified as 398.2. These cases include such diverse titles as the African tale Sundiata: the Epic of the Lion King. The Ramayana, an Indian folktale, and the Tuscaroran Indian legend When the Corn Is Red. Because of this broad classification, all three of these books have been separated from other folktales from the same regions, as was also the case with both the Toronto and the Inglewood schemes. It is obvious from these examples that even the potential for very close classification exists in this part of the Dewey Decimal scheme, if this potential is not exploited consistently, any value it might have is destroyed.

The 10th abridged edition of the Dewey Decimal Classification does not allow for such specific classification of folktales. Rather than further subdividing 398.2 according to the subject content of the folktales as the full Dewey schedule does, folk literature is classified in the rather general number 398.2. Unlike the previous editions of the abridged Dewey classification, however, the most recent edition does allow for the addition of geographical areas to the base numbers, providing a subarrangement of folktales according to their country of origin. Abridged Dewey also has a provision for separating collections of folk literature from single folktales by using the standard subdivision for collections, -08.

Unfortunately, most libraries that use abridged Dewey began with and are still using the older editions which did not allow such notations to be added to base numbers. Despite the significant advances that have been made in the 10th edition, most libraries will not make use of the opportunities for closer classification due to reasons of economy. Thus all of their folktales will remain classified in 398.2, subarranged alphabetically by main entry. This is unfortunate, since the arrangement that results from using the 10th edition is far more useful than simply an alphabetical arrangement, as was demonstrated in the discussion of the Toronto and Inglewood schemes. In fact, it could be argued that the 10th abridged edition of the Dewey Decimal Classification provides the most useful arrangement for folktales of all of the four schemes. Although the full Dewey number is far more specific than the abridged number, having both subject and number components, this extreme degree of specificity often serves to scatter rather than bring together the folklore of particular areas. This is due to the notation order, which first cites the

subject of the tale and then adds the area notation, thus grouping together tales about historical persons or events, for example, and subarranging these by country of origin. The result of this notation order is that Twelve Years, Twelve Animals, a Japanese folktale that happens to be about animals, is separated from The Possible Impossibles of Ikkyu the Wise, another Japanese tale that has a human as its main character. As another example, the Grimm tale Mother Holly is classified with the stories of legendary beings, while Snow White and the Seven Dwarfs, another Grimm tale, is considered to be about historical and quasi-historical persons and events and is thus found in a different area.

If we accept the premise that children's folk literature is most often and most easily approached in terms of nationality, it then follows that this element is the most useful one by which to subarrange these books. The 10th abridged edition of the Dewey Decimal Classification is the only one of these schemes that provides this arrangement, and thus would seem to be the most desirable of the four for this particular area.

Music

Music is a complex and varied field that can be approached from many different points of view. Because of this, the task of the classificationist trying to organize books on music is more complicated than if he were dealing with books on animals or sports, which, as we have seen, are fairly straight-forward. Due to the nature of the subject, there have been several attempts to create specialized schemes for the classification of music literature, not to mention the even more difficult

problems presented by music scores and recordings.[46] All of these issues have been adequately discussed elsewhere; it is sufficient for our purposes simply to recognize the complex nature of the material being considered.

Typically, both the Toronto and the adapted LC classifications gloss over any of the complexities inherent in the literature of music by providing categories that are exceedingly broad. The Toronto scheme provides five subclasses for music books and Inglewood allots only three. (See Figure 4.) The subclasses in the Toronto scheme do provide a little more help to those looking for books about musical instruments, opera, or "ballet and the dance" (the music class seems a rather curious place for books about dance!), although particular musical instruments, for example, are still interfiled alphabetically according to the author of the books rather than the name of the instrument. We therefore have the following arrangement of books about musical instruments:

Ballantine, Bill	The flute
Ballantine, Bill	The piano
Ballantine, Bill	The violin
Bates, Robin	Musical instruments
Berger, Melvin	The violin book
Boyd, James	Drums
Chapin, Victor	The violin and its masters
Collier, James	Which musical instrument shall I play?
Kettelkamp, Larry	Drums, rattles, and bells
Kettelkamp, Larry	Flutes, whistles, and reeds
Kettelkamp, Larry	Singing strings

This is certainly an improvement over the Inglewood scheme in which these books would be found among books on the history of music, music appreciation and criticism, etc. The examples provided in the Inglewood publication itself illustrate the confusing results of this policy.

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[46]The January 1975 issue of Library Trends contains an article by Olga Buth in which she considers the special problems of classifying music scores and recordings and compares the treatment provided by four classification schemes.

TORONTO		INGLEWOOD	
Q	Music	M	Music
	General Including history, theory, appreciation		General History and criticism Musical instruments
10	Instruments	ML	Instrumental and Vocal Music
20	Vocal and instrumental music		Song books. Librettos. Scores.
30	Opera	MT	Musical Instruction and Study
40	Ballet and the dance		

Figure 4. The music classes of the Toronto and the Inglewood classification schemes.

Buchanan, Fannie	How man made music
Bulla, Clyde R.	Stories of favorite operas
Ewen, David	The home book of musical knowledge
Hughes, Langston	The first book of jazz
Mandell, Muriel	Make your own musical instruments
Possell, Elsa	This is an orchestra
Siegmeister, Elie	Invitation to music
Stoddard, Hope	From these comes music: instruments of the band and orchestra

Bewildering as this list is to the patron searching for books on, say, the orchestra, it becomes even more muddled if our previous list of books on particular instruments is added to it:

Ballantine, Bill	The flute
Ballantine, Bill	The piano
Ballantine, Bill	The violin
Bates, Robin	Musical instruments
Berger, Melvin	The violin book
Boyd, James	Drums
Buchanan, Fannie	How man made music
Bulla, Clyde R.	Stories of favorite operas
Chapin, Victor	The violin and its masters
Collier, James	Which musical instrument shall I play?
Ewen, David	The home book of musical knowledge
Hughes, Langston	The first book of jazz
Kettelkamp, Larry	Drums, rattles, and bells
Kettelkamp, Larry	Flutes, whistles, and reeds
Kettelkamp, Larry	Singing strings
Mandell, Muriel	Make your own musical instruments
Possell, Elsa	This is an orchestra
Sigmeister, Elie	Invitation to music
Stoddard, Hope	From these comes music: instruments of the band and orchestra

A far superior approach to these books is the one provided by the Dewey Decimal Classification, in which books about instruments are separated from books on the history of music, general musical principles and theory, and kinds of music, and are further grouped into specific kinds of instruments such as keyboard instruments, string instruments, etc. The full Dewey schedules provide subdivisions for individual instruments within these groups, while the abridged Dewey scheme for some reason does so only in the case of the organ. Thus our first group of books

would be organized in the following manner under the DDC:

781.91	Bates, Robin	Musical instruments
781.91	Collier, James	Which musical instrument shall I play?
786.21	Ballantine, Bill	The piano
787	Kettelkamp, Larry	Singing strings
787.1	Ballentine, Bill	The violin
787.1	Berger, Melvin	The violin book
787.10922	Chapin, Victor	The violin and its masters
788	Kettelkamp, Larry	Flutes, whistles, and reeds
788.51	Ballentine, Bill	The flute
789.01	Kettelkamp, Larry	Drums, rattles, and bells
789.1	Boyd, James	Drums

It is quite obvious that these books are arranged in a systematic order going from the general to the specific, thus making books on particular instruments or instruments in general easier to find than they are in either the Toronto or the Inglewood scheme. One criticism that could be made about this part of the Dewey scheme is the fact that books about instruments in general (781.91) are separated from specific instruments (785-789) by the numbers for kinds of music (782-784), e.g. dramatic music, sacred music, instrumental music, songs, etc. However, the fact that within these categories the books are systematically arranged makes this portion of the scheme far more useful than one in which there is no such logical order.

As Figure 4 indicates, both the Toronto and the Inglewood schemes have a single subclass entitled vocal and instrumental music. In Dewey, on the other hand, the numbers 784-789 are devoted to "individual mediums of musical expression," including:

784 Voice And Vocal Music
785 Instrumental Ensembles And Their Music
786 Keyboard Instruments And Their Music
787 String Instruments And Their Music
788 Wind Instruments And Their Music
789 Percussion, Mechanical, Electrical Instruments.

In the full Dewey schedules, as we have already seen, there are many subdivisions for these categories, while the abridged Dewey has fewer. Neither the Inglewood not the Toronto scheme subdivides this category at all. Thus, in these two schemes books about musical instruments are separated from books about their music, while this is not the case in the Dewey classification, although within a particular subclass, books of or about music are separated from books about the instrument. The book Hymns for the Beginning Pianist demonstrates the different approaches well. This book of music for the piano is classed in Q 20 - VOCAL AND INSTRUMENTAL MUSIC in the Toronto scheme and in ML - INSTRUMENTAL AND VOCAL MUSIC in the Inglewood scheme, along with other books of music but separated from books about the piano such as Ballantine's The Piano. In the Dewey Decimal Classification, however, the book is classified in 786.36, the number for elementary training and in performance on keyboard string instruments, thus putting the books in the vicinity of other books about the piano and of piano music.

The treatment of books about musical instruments in the four classification schemes has already been discussed, so let us now turn to books of music, and particularly vocal music or songbooks, since these are abundant in children's libraries. Included in our small sample alone are general collections of songs, folk songs from various countries, religious songs, songs on particular topics, patriotic songs, etc. All of these are mixed together when classified according to either the Toronto or the Inglewood scheme, along with books of instrumental music. The classification provided under the unabridged Dewey scheme is far more detailed, separating songs into different categories depending on a variety of factors. Religious songs are in a completely different area than other

vocal music, that is, 783.6 - SACRED SONGS, apparently stressing discipline rather than the content of the book per se. This is but one example of the potential for cross-classification in Dewey, and the songbooks that do fall within 784 also illustrate some of the faults inherent in Dewey's treatment of music. In the words of Jack Dove, the Dewey classification

> . . .makes the arrangement of music from a user's viewpoint both cumbersome, illogical, and well-nigh unworkable. . . . The numbers for vocal music in 784 do not relieve the monotonous recurrence of cross-classifications. Choruses and part-songs become 784.1 and yet songs for one or more voices are placed at 784.3. Songs for unorganized groups, that is, those not organized primarily for musical purposes, are to go at 784.6. . . . Again, too, we have many numbers allocated for the music itself—seven in fact—with absurdities such as 784.66 which takes songs for Rotary Clubs with 784.6606 for the music itself. Collections of songs for male voices can go at 784.87 or 784.10683 [i.e. 784.1063]. Two characteristics therefore are used quite extravagantly and indiscriminately, the types of songs, that is their nature, and the number of voices for which they are intended.[47]

In our sample we have several examples of this kind of confusion. For example, Anne Rockwell has compiled two songbooks, El Toro Pinto, and Other Songs in Spanish and Savez-vous Planter Les Choux? and Other French Songs. The former has received the subject headings (1) CHILDREN'S SONGS, SPANISH and (2) FOLK-SONGS, SPANISH; the latter has been assigned the subject headings (1) CHILDREN'S SONGS, FRENCH and (2) FOLK-SONGS, FRENCH. The two books seem to be quite similar in intent, format, etc. and yet thet have been classified very differently by the Library of Congress Dewey Office. The Spanish songbook is classified 784.1061, the number for choruses and part songs, scores and parts for

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[47]Jack Dove, Music Libraries (London: Deutsch, 1965), v.1, pp. 63-64.

children's voices, while the French songs are classified as 784.6240094, that is, children's songs from France. Similarly, Old MacDonald Had a Farm has been classified under 784.4, meaning simply a folk song, while One Is God; Two Old Counting Songs, which received the subject heading FOLK-SONGS, is classed 784.624, the number for children's songs. Dewey also provides numbers for songs on specific subjects: 784.68, with the instructions to "add 001-999 to base number 784.68, e.g. labor songs 784.68331," thus creating still more potential for cross-classification if the topic of the song is also considered in classifying. For example, the songbook entitled Sing Through the Seasons has been classified as 784.624 by the Dewey Office, but could just as well have received the number for songs on specific subjects, i.e. seasons: 784.685255. No specific guidance is given on which aspect should have priority, leaving it up to the individual classifier to interpret the introduction's perplexing general guidelines on citation order:

> If there are neither stated instructions nor a difference in the number of 0's. . .cite by most specific subject, then by geographic specification (place), then by temporal specification (time), then by form. . . . Lacking any of the foregoing principles, apply the following citation order formula, which will generally prove to be reasonable and helpful: class by things; kinds of things; parts of things; materials from which the things, kinds, or parts are made; property of the things, kinds, parts, or materials; processes within the things, kinds, parts, or materials; operations upon the things, kinds, parts, or materials; agents performing such operations.[48]

That this maze of specifications is virtually impossible to untangle is obvious from the fact that the Dewey office applied the last criterion to the above example, rather than citing by the most specific subject. Be-

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[48]Custer, "Editor's Introduction," Dewey Decimal Classification and Relative Index, 18th ed., op. cit., p. 31.

cause of this problem, it is a very difficult task to insure consistency of classification.

As we have seen and as Dove so emphatically points out, children's songs present innumerable difficulties to the librarian attempting to classify a collection according to the Dewey Decimal scheme.

> If they are solo songs, they are classified at 784.30611: if, on the other hand, they are choruses, madrigals, glees, rounds or catches, they go at 784.10681: should they be songs for the home, they take 784.6101: or school songs, 784.62: 784.622 for colleges and university, 784.62306 for secondary schools and 784.62406 for elementary schools. Should they be national in character, then 784.71 would be appropriate. . . . I just cannot imagine any useful purpose being served by so many classification numbers, nor can I think of volumes of music which would fit these various numbers, were they desirable.[49]

It seems, then, that while the Toronto and Inglewood classification schemes do not provide enough specificity to allow for the various aspects of music literature, Dewey provides too much specificity based upon too many factors, and too little guidance as to the basis upon which necessary decisions should be made. While the abridged Dewey scheme follows the same order as the full Dewey scheme, it eliminates the minute subdivisions of the latter. Thus the category songs for specific groups and on specific subjects, which in the full Dewey schedule is subdivided to a ridiculous degree, is simply 784.6 in the abridged schedules, with a scope note that indicates that this number includes "topical songs: songs for home, community, students, children, societies, service clubs."[50] In spite of the reduced opportunity for cross-classification, many of the criticisms that are made of the full Dewey Decimal Classification's

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[49] Dove, op. cit., p. 65.

[50] Melvil Dewey, Dewey Decimal Classification (10th abridged ed.; Lake Placid Club, New York: Forest Press, 1971), p. 305.

treatment of the literature of music also apply to the abridged DDC. Thus, none of the four schemes being considered here is particularly valuable for music.

Of the specialized schemes that have been developed for the classification of music, perhaps the most appealing is that of Lionel McColvin. The scheme was developed on the basis of certain definite principles, making it far more orderly and consistent than Dewey's 780's, and McColvin has used a notation that allows his scheme to be substituted for Dewey's 780's. Thus a library which uses the Dewey Decimal Classification can easily classify its music section according to the McColvin scheme and integrate these books with the rest of the collection.

McColvin provides a clear separation of music scores and music literature, something that the Dewey scheme has failed to do. The McColvin scheme is organized on the general principle that "the sequence of the schedules should be based as far as possible upon the evolution of the art. . . . It seems sensible to place first the types of music that came first and to proceed from the simple to the complex, from the one to the many."[51] The order of the books is much easier to follow and the schedule does away with Dewey's inevitable problem of cross-classification.

> This is a practical scheme designed to offer a substitute for the confusion which abounds in class 780 of DC, and in this it succeeds admirably. . . . It is perhaps sufficient criticism [of the DDC] that Lionel McColvin found it necessary to devise his own scheme and that the resulting improvement in the arrangement is immediately evident, whatever minor criticisms there may be of the McColvin scheme. It would be interesting to know why the DC editorial board has not adopted this or some similar scheme in place of the existing DC class. Such a radical improvement would add real value to a new edition.[52]

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[51]Dove, op. cit., p. 49

[52]Brian Redfern, Organizing Music in Libraries (New York: Philosophical Library, 1966), p. 42.

IV

CONCLUSION

The comparisons in the four areas that have been examined appear to be quite consistent in their results. In general, the specially created children's classification schemes proved to be lacking in several major areas: they were often illogical in their arrangement; they were rarely specific in the classifications provided; and they were not comprehensive in the subjects covered. The Dewey Decimal Classification, on the other hand, being a well thought-out, widely-used general classification scheme does not suffer from these failings. True, there may be particular cases where the subject arrangement is illogical (as was demonstrated in the music class), but no classification can be completely comprehensive in its coverage, and Dewey suffers from these problems far less frequently than either the Toronto or the Inglewood scheme.

One of the principal tasks of a classification scheme is to demonstrate relationships between the subjects in books:

> It is essential that the organization on the shelves of a library should reflect the use made of books, not only enabling material on a specific theme to be speedily located, but also subordinating each specific topic to the appropriate general one and showing the most important relationships between subjects.[53]

This is just as true of a children's library as it is of any other library. Thus, Toronto's placement of books on botany in the middle of

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[53] Sayers, op. cit., p. 35.

the zoology section is as offensive to the users of children's libraries as it would be to a specialist. Similarly, placing the subjects of books and printing, language, speech, journalism, etc. under the heading APPLIED SCIENCE is so irrational that it cannot possibly be helpful to anyone looking for books about any of these subjects.

As far as specificity of classification is concerned, there seems to be no compelling reason for using broad categories of the kind that are so prevalent in the special children's book classifications. While authors such as Kelley argue against "minutely" detailed classification, even she concedes that "specific classification can be considered practical which tends to group together a fair proportion of the library's titles on a subject."[54] Richardson, on the other hand, is a proponent of specific classification, and in its defense he claims, "For my own part, I see no good scientific reason, and indeed, no practical reason, why, even for a small number of books, it is not better to have the most minute logical subdivisions, providing there is a good index to the classification and the author index to books."[55] In an even more persuasive statement on the merits of close classification, Needham makes the following comments:

> Now whilst it could certainly be held that in the case of vast and rapidly growing copyright libraries where the stock is sealed off from the public, specific classification is not worth the effort, in the majority of libraries such as most of us are concerned with this is just not true. In the first place, a fair degree of specific classification is required for satisfactory browsing. As a user of libraries I can vouch for the fact that chaos has no advantages. This is particularly true in libraries using dictionary catalogs, for in such

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[54] Kelley, op. cit., p. 20.

[55] Richardson, op. cit., p. 38.

> libraries the shelf order provides the only direct systematic approach to the collection. . . .I would go on to argue that efficient reference work. . .is dependent on systematic order. . . .[56]

These statements too can be applied to children's libraries with just as much validity as any other kind of library, and are convincing arguments for specific classification.

And finally, we have Maltby's comments on the desirability of using specially designed, broad classification systems such as we have examined here.

> At present, those who are unhappy about the full and orthodox employment of the general schemes usually seek refuge either in adaptation or broad classification. . . .Broad classification, apart from the effect on cataloguing and the uncertainty of interpretation as to just what constitutes "broad shelf arrangement," is at best often little more than a ruined shell of the scheme represented. At worst, when the hierarchy and order of the classification are somewhat suspect, the broad arrangement results in some very curious juxtapositions which a close arrangement would partly eliminate.[57]

All of these observations have been well illustrated with numerous examples in this study and require no further documentation. It has been demonstrated, then, that these two particular schemes are not able to fulfill the requirements of a useful classification. But what about the more general question of whether or not there is in fact a real need for a special scheme for children's libraries? One reason often given to justify the need for such a scheme is that subjects are

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[56]Christopher D. Needham, "Dewey Decimal Classification," Conference on Reclassification, University of Maryland, 1968, Reclassifications: Rationale and Problems; Proceedings, edited by Jean M. Perreault (College Park: School of Library and Information Services, University of Maryland, 1968), p. 15.

[57]Maltby, op. cit., p. 18.

treated somehow differently in children's books than they are in adult books. Of course, children's books are written in simpler language and are often more elementary than many adult books, but the subject matter that is presented is every bit as sophisticated as that of many popular adult books, both fiction and non-fiction. There are books about drug addiction, laser beams, psychic phenomena, historical linguistics, and contemporary society, and these books are read with great interest by children of all backgrounds and levels. It does a real disservice to young people to pretend that they are not aware of the society that surrounds them; they are, and they are affected by the increased sophistication of the modern world. The Boys Book of Science is no longer representative of the typical book on the shelves of the children's library, and the classification scheme that is used in the children's library must be able to respond to this increased awareness.

The other commonly cited rationale for a broad classification for children's books is that children themselves cannot cope with the complexities of specific classification and all that it involves (e.g. long numbers, many subdivisions). This is nonsense! Children readily memorize telephone numbers, recite the words to endless television commercials, and learn innumerable statistics of sports heroes. To think that they will be thrown off by a classification number is to underestimate greatly their abilities. Furthermore,

> if they emerge from their experience with the children's room unscathed by encounter with any reasonably detailed classification of books, how can we expect them to cope with the intricacies of the large public library collection, the college or university library? Use of classification systems such as the Toronto scheme may be easier for the library in question, but does it train the student to use the library as an aid to answer the kinds of

questions he will face in adult life?[58]

Two conclusions seem apparent based upon the preceeding data and observations: (1) the two special children's classification schemes that have been examined here are totally inadequate for the classification of a children's library, and (2) no specially devised, broad classification scheme is necessary, or even desirable for children's libraries. In addition to its over-all superiority as a book classification, the Dewey Decimal scheme has a distinguished history, the added strength of institutional support, and the flexibility provided by the availability of both unabridged and abridged editions. It is for these very reasons that it has endured for so many years, and probably will continue to do so.

[58]Milbrey L. Jones, "Classifying Children's Books," Library Resources and Technical Services, v.9 (Spring, 1965), p. 248.

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Batty, C. David. "A Close Look at Dewey 18: Alive and Well and Living in Albany," Wilson Library Bulletin, v.46 (April, 1972), pp. 711-717.

Batty compares the new features found in Dewey 18 to their predecessors in older editions, with specific reference to auxiliary tables and number building, new classes and relocated topics, and the relative index. Included is a brief discussion of the 10th abridged edition of DDC.

Buth, Clg . "Scores and Recordings," Library Trends, v.23, no.3 (January, 1975), pp. 427-450.

While not directly relevant because it focuses on the classification of music scores and recordings, the article proved to be somewhat helpful in its approach to the problem. Buth compared the LC, DDC, Dickinson, and McColvin classification schemes for the classification of scores and recordings.

Chan, Lois M. "Dewey 18: Another Step in an Evolutionary Process," Library Resources and Technical Services, v.16 (Summer, 1972), pp. 383-399.

This excellent article is not simply a review and discussion of Dewey's 18th edition; it also offers much valuable background information on the Dewey scheme, such as limitations of hierarchical decimal notation and the fallacy of the "procrustean bed of nine classes." The author concludes that in general, "the direction of revision of DDC is still toward greater definitiveness and specificity. . .within the notational limits," and that Dewey 18 is yet another step forward.

_____. "The Tenth Abridged Dewey Decimal Classification and Children's Room/School Library Collections," Library Journal, v.98, no.16 (September 15, 1973), pp. 2620-2625.

A thorough and practical discussion of the 10th abridged edition of the DDC, focusing on the changes that would affect school libraries and public libraries' children's collections. These include relocations, phoenix schedules, the reduction of numbers, the tables, index and some editorial features.

"Children's Library 21 to Use Emotional Classification," Wilson Library Bulletin, v.36 (May, 1962), p. 716.

This article describes an experimental (and somewhat whimsical) classification system used at Children's World of the Seattle Worlds Fair Library. The books are arranged in classifications according to their emotional impact and are identified by colors that suggest similar feelings.

Clapp, Werner W. "DC Numbers on LC Cards," Library Resources and Technical Services, v.9 (Fall, 1965), pp. 393-403.

This article is a historical look at how Dewey numbers on LC cards evolved from the start of the program up to 1965 when the article was written. Clapp advocates giving Dewey numbers "equal time" with the LC numbers, thus removing conflict of interest and aiding libraries that use the DDC.

Cole, G. R. "Classification for the Non-Librarian," Library Journal, v.85, no.8 (April 15, 1960), pp. 1637-1638.

Describes a very abridged system using colored dots on cards and on spines of books to indicate very broad subject categories, such as FAIRY TALES AND FOLKLORE, HOLIDAYS, SCIENCE. The author is well aware that this is not a good system and should be used only in elementary schools that do not have a librarian.

Custer, Benjamin A. "Dewey Decimal Classification: Past, Present, Future." In Progress in Library Science, edited by Robert L. Collison. London, Butterworths, 1966.

An unusually clear and concise description of the DDC, its history, and major strengths. Custer, who is the present editor of the DDC, also predicts several innovations and improvements being considered for the scheme, some of which do indeed appear in the 18th edition.

Dewey, Harry. "The Relationship Between the Headings in the Subject Catalog and the Classification Numbers of the Books." In Conference on Reclassification, University of Maryland, 1968. Reclassification: Rationale and Problems; Proceedings, edited by Jean M. Perreault. College Park, School of Library and Information Services, University of Maryland, 1968.

Dewey contrasts the arrangements resulting from the use of alphabetical subject headings and a numerical classification scheme in this informative and often provocative paper. He concludes that both are necessary if libraries are to provide adequate service to their users.

Dewey, Melvil. Dewey Decimal Classification. 10th abridged ed. Lake Placid Club, New York, Forest Press, 1971.

_____. Dewey Decimal Classification and Relative Index. 18th ed. Lake Placid Club, New York, Forest Press, 1971.

Dove, Jack. Music Libraries. 2 vols. London, Deutsch, 1965.

Volume 1 of this important work on music libraries deals with the organization and contents of music collections in public libraries. The chapter on classification is excellent; it covers not only general theory, but also contains McColvin's revision of the DDC 780's and an incisive examination of the music class in the 16th edition of Dewey.

Foskett, Anthony C. The Subject Approach to Information. 2d ed., revised and enlarged. London, Clive Bingley, 1971.

In this comprehensive textbook Foskett shows the similarities and differences between the various methods of retrieving information. He includes chapters on the theory of information retrieval systems, pre-coordinate indexing languages (e.g. Dewey Decimal Classification), post-coordinate systems and languages, and prospects for the future.

Gorski, Lorraine K. M. "ABC Classification for Children Using School and Public Libraries," Library Journal, v.88, no.20 (November 15, 1963), pp. 4437-4440.

The ABC Classification groups books in each subject area together regardless of whether they are fiction, non-fiction, biography, easy books, or picture books. The author advocates the development of "the fine art of browsing."

Horner, John. Special Cataloguing; With Particular Reference to Music, Films, Maps, Serials and the Multi-Media Computerised Catalogue. Hamden, Conn., Linnet Books, 1973.

Horner "sets out to examine academically the problems of special materials as a group in cataloguing and indexing, and to use certain materials as concentration points to point up the application and effects of problems as they affect these selected materials." While he stresses bibliographical cataloging, the chapter on music contains some useful comments on the subject approach to music literature, scores, and recordings.

Immroth, John Phillip. A Guide to the Library of Congress Classification. 2d ed. Littleton, Colo., Libraries Unlimited, 1971.

"This guide is an introduction to the Library of Congress Classification; as such it. . .attempts to provide the reader with an understanding of the characterists of the classification, the arrangement within the classes, the format of the schedules and tables, and special problems of use and notation."

Inglewood Public Library. Library of Congress Classification Adapted for Children's Books. Inglewood, Calif., Inglewood Public Library, 1971.

Jahrmann, Werner. "Trends and Changes in the Classification of Children's Books in West Germany," International Library Review, v.3 (June, 1971), pp. 339-342.

This is a discussion of the classification system developed for children's and young peoples' collections in West Germany, which is an abridged version of their General Scheme for Public Libraries. Books are classified by reading age and type of book, the classification becoming closer as the age group becomes older. It is not obviously child-oriented in order to establish in children "an independent and confident approach to libraries."

Jones, Milbrey L. "Classifying Children's Books," Library Resources and Technical Services, v.9 (Spring, 1965), pp. 246-248.

Jones describes the Toronto scheme for classifying children's books and then raises questions about the necessity and value of creating a separate classification for children's literature. He concludes that there is no justification for this practice.

Kelley, Grace O. The Classification of Books, An Inquiry Into Its Usefulness to the Reader. New York, Wilson, 1938.

Kelley argues for less minutely subdivided classification on the basis that this is more practical to the user. She makes comparisons as to the extent to which classification and other tools (e.g. the alphabetico-specific subject catalog, special indexes, and bibliographies) actually reveal the library's resources on a given topic, and concludes that classification is only one of the various ways to provide a subject approach to books.

"Library of Congress Classifies Juveniles," Library Journal, v.86, no. 22 (December 15, 1961), p. 4351.

Announces that LC's Dewey Office has begun to classify all juvenile titles in English for which LC prints cards, with the exception of certain stated categories. At that time, the classification numbers were taken from the 8th abridged edition of the DDC.

McKinlay, John. "More on DC Numbers on LC Cards: Quantity and Quality," Library Resources and Technical Services, v.14 (Fall, 1970), pp. 517-529.

"The percentage of LC cards with DC numbers was the subject of a vigorous debate in 1965. The discussion and the figures are brought up to date. Then the value and limitations of DC numbers on LC cards is considered. Possible reasons for the rejection of numbers are examined, both theorectically and with examples, under the categories of local policy, typographical errors, optional locations, optional extensions, misclassifications, inconsistency, and policy decisions. Some suggestions for the improvement of LC's DC service are made."

Maltby, Arthur. "Classification—Logic, Limits, Levels." In Classification in the 1970's, edited by Arthur Maltby. Hamden, Conn., Linnet Books, 1972.

Maltby outlines some of the limitations inherent in classification of books and proposes and evaluates some possible solutions. He emphasizes that in spite of these problems, classification is necessary, and in fact serves two purposes: that of a shelf arrangement and that of a retrieval tool. He concludes with a persuasive call for research into user habits and needs.

Meyer-Baer, Kathi. "Classification in American Music Libraries." In Reader in Music Librarianship, edited by Carol June Bradley. Washington, D.C., Microcard Editions, 1973.

The author criticizes both the Dewey Decimal and LC classifications' music classes and lists important points which should be kept in mind in organizing a music collection. She also describes the system used at the Paul Hirsch Library.

Needham, Christopher D. "Dewey Decimal Classification." In Conference on Reclassification, University of Maryland, 1968. Reclassification: Rationale and Problems; Proceedings, edited by Jean M. Perreault. College Park, School of Library and Information Sciences, University of Maryland, 1968.

A convincing defense of the Dewey Decimal Classification in terms of subject order particularly, but also discussing notation, flexibility, etc. There are many interesting tables and charts which demonstrate comparisons between the LC Classification and Dewey.

Orvig, Mary. "The Reader Interest Arrangement; an American Shelving System with a Future," Libri, v.5, no.3 (1955), pp. 223-232.

This article provides a thorough and understandable explanation of the Reader Interest Arrangement, complete with examples of its use in Boston Public Library's "Open Shelf Department - Reader Interest Room." The arrangement of the Children's Section is interesting in that it is quite similar to the Toronto Boys and Girls Book Classification, as is the rationale for its use.

Potter, Richard C. "Abridged Dewey for Elementary Schools," Library Journal, v.85, no.8 (April 15, 1960), pp. 1633-1637.

This system is not really abridged Dewey, but rather a modification of Dewey in which "everything" on a given subject is grouped together. The author calls it Mulligan Stew, and it changes Dewey in several ways, based upon curriculum needs.

Redfern, Brian. Organizing Music in Libraries. New York, Philosophical Library, 1966.

Particularly helpful for the discussions of the problems of organizing music materials and the chapter on the treatment of music in some general classification schemes.

Richardson, Ernest C. Classification, Theoretical and Practical. 3d ed. Hamden, Conn., Shoe String Press, 1964.

The author discusses both theoretical classification and book classification in these lectures which first appeared in 1912, and his views on the latter are consistently practical and user-oriented. A remarkably extensive appendix lists and describes "all systems recognized in the histories of classification."

Sayers, W. C. Berwick. A Manual of Classification for Librarians. 4th ed., revised by Arthur Maltby. London, Deutsch, 1967.

This classic work deals with all aspects of book classification, from history, theory, and basic principles to practical applications in specific library operations. Sayers also discusses six "major general bibliographical classifications," and Maltby has added a section on classifying in special libraries and the future of library classification.

Scott, Doris E. "Classification of Children's Books in the Toronto Public Libraries," International Library Review, v.3 (June, 1971), pp. 343-347.

This article gives a brief outline of the Toronto classification scheme and a description of how it can be applied. Also included are a few examples of how this scheme differs from the Dewey scheme.

Toronto Public Libraries. A Guide to the Children's Book Collection; Arranged Under Headings Representing the Reading Interests of Boys and Girls. Toronto, Toronto Public Libraries, 1966.

Vann, Sarah K. "The Dewey Decimal Classification." In Classification in the 1970's, edited by Arthur Maltby. Hamden, Conn., Linnet Books, 1972.

This is an intensive look at the DDC, its history and development from the 15th edition to the present, and its various uses and applications in the United States and abroad.

Williams, Dianne T. McAfee. "Study to Determine the Effectiveness of an Interest Grouping Classification for Primary Grade Children." Unpublished Ed.S. thesis, Western Michigan University, 1973.

The author proposes a subject arrangement (as opposed to an author arrangement) of "easy" fiction books for children, grades K-2. Williams suggests that such an arrangement contributes to children's independence and is better able to serve their library needs.